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TWELFTH BIENNIAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC INSTRUCTION

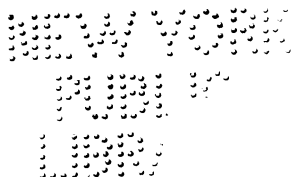
TO THE

GOVERNOR OF NEBRASKA

FOR THE

1891-BIENNIUM ENDING DECEMBER 31, 1892.

LINCOLN, NEB.
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DEPARTMENT OF PUBLIC INSTRUCTION,
OFFICE OF STATE SUPERINTENDENT,
LINCOLN, NEB., December 31, 1890.

To His Excellency, James E. Boyd, Governor of Nebraska:

SIR—In accordance with the provisions of section 3651, of Chapter 44, of the consolidated statutes of Nebraska, I have the honor herewith to transmit to you the Twelfth Biennial Report of the Superintendent of Public Instruction for the biennium ending December 31, 1892.

Respectfully,
A. K. GOUDY,
Superintendent of Public Instruction.

TRAINING OF TEACHERS.

In the rural schools are educated the great masses of our youth, a large majority of these youth never pursuing their school work further than these schools. It is of the utmost importance that these schools, then, should be furnished with teachers well equipped in scholarship and well fitted by training for the duties of the teacher. Indeed, in no other school is it so vital that the teacher be able to rely upon his own preparation and upon his own resources for efficiently performing his duties as in the country school, where by reason of the breadth of territory under the control of his superintendent, the supervision is not close.

In the city schools, where there is a principal teacher or a city superintendent with whom the teacher is in almost daily contact, and where almost at any hour the subordinate teacher may call upon his superior for advice, or for direction, or for instruction, and where the work of the teacher is usually confined to the teaching of but a few subjects and but a nicely prescribed amount even of these, the scholarship need not be so broad nor so varied as is necessary in the teacher of the country school, who would be equally efficient. So it becomes of the first importance that there be some provision made for more fully equipping the country school teacher in the elements of mental science—the basis of pedagogy—in school management, and in methods of instruction.

With 7,877 teachers necessary to supply our schools, and with 5,716 teachers enrolled in the county institutes last year, only 1,348 are reported to have ever attended a normal school; this is not due to their carelessness; it is largely due to the lack of facilities for better preparation.

This is proven by the avidity with which every means for self-improvement is seized upon by these teachers and by the sacrifices which they make, of comfort and of money and of time; that they may become better teachers. There is no class of people in the state making greater efforts toward the educational eminence of the state than are the teachers of the state; and no teachers are showing greater activity in this direction than are our country teachers, and so I say: Let our people meet these teachers halfway in this business of education by making it possible for them to more thoroughly do *our work*.

THE EQUALIZATION OF SCHOOL TAXES.

Our state constitution recites that, "The legislature shall provide for the free instruction, in the common schools of this state, of all persons between the ages of five and twenty-one years." There is no doubt that the framers of the state constitution had in mind the thought that all of the youth of the state should have, as far as possible, equal opportunities for instruction in the elements of an education. Consequent upon our present methods of taxation for school purposes it frequently happens that of two adjoining school districts one levies the utmost tax permitted by the statute and even then is able to have but the minimum amount of school permitted under our law, while the other is able, with a levy of from two mills to four mills, to provide nine or ten months of school annually for its children.

I would therefore recommend the enactment of such legislation as will provide, as far as may be possible, *equal* opportunities for the education of all the children in the state, by some plan which will make taxation for school purposes more nearly uniform throughout the state either by provision for a school tax uniform throughout the county, or else by a school tax uniform throughout the state whereby the stronger may help the weaker and the entire state be strengthened.

MORE SYSTEMATIC ADMINISTRATION OF THE RURAL SCHOOLS.

Systematic and progressive study on the part of the pupils of the rural schools is found to be fraught with as good results as is the same course in the so-called graded schools of the state. While this is recognized by teachers everywhere, and while much has been done in the state looking to the systematizing of these rural schools, there is lack of legal power in the hands of the county superintendent, in whose hands, largely, rests the task of bringing order out of confusion and of reducing the organs of education to a system of education. The county superintendents are almost uniformly making earnest effort toward the realization of the desire to reduce the schools to a system; but their duties, so far as defined by the statute, are largely advisory; they are not clothed, in this matter, with executive authority; they can advise, but they cannot enforce.

TOO MANY SCHOOL DISTRICTS.

We have in Nebraska a great army of school district officers, each presiding over, and presumably directing, the school affairs of its own little district; many of these districts are small and financially weak, while others are large and, in wealth, strong.

Except in mere matters of district boundary lines, the youth are surrounded by substantially the same conditions; yet these lines make all the difference imaginable between the school privileges of the children living on opposite sides of them. On one side of the line, under the management of the district board, the children have the benefit of good schools and long annual terms; on the other side an opposite state of affairs exists. This is due to the defective system of division of the territory of the state into school districts and to the enormous number of boards of school management consequent upon our system. In many

districts it is impossible to secure men and women who are capable and who can and will devote to the interests of the community the time and the effort necessary to provide good schools.

With a smaller number of districts, and with added responsibilities attached to the office of school trustee, it would be possible to pay members of school boards a reasonable compensation for the time devoted to the duties of the office and to secure men and women in all of the districts of the state for such offices able to appreciate the importance of the duties imposed, and with the business qualifications necessary to the proper conduct of the business of education; for it must not be forgotten that *education is a business*.

I have in mind a small county with seventy-five school districts and two hundred thirty-one school district officers, while the county contains but twelve government townships. I am persuaded that, if each such township were made a school district with a board of three or five members empowered, as is the city board, to make provision for the instruction of all the children in the district, to determine the location of each schoolhouse, to say what territory shall be tributary thereto, to select, with the advice of the county superintendent, all the teachers for the township district, and, in short, to have the management of the school affairs of the district generally, many of the defects of our present system of districts would be remedied.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

The duties of the state superintendent of public instruction, as prescribed by our statute, may be briefly summarized, as follows:

1. To organize normal institutes.
2. To visit such schools as he may be able to do, advising with school officers and with teachers.
3. To decide disputed points of school law.

4. To prescribe forms for school reports.
5. To cause the school laws to be printed.
6. To apportion the school moneys.

It will be seen from the foregoing that the duties of the superintendent are largely either purely clerical or purely advisory.

Now, a strong system is possible only when it has a responsible head with power to execute as well as to advise, with authority to carry out as well as to suggest measures. Imagine a board of district trustees with power merely to advise the teacher and with authority merely to make suggestions to the pupils.

I therefore suggest to the legislature the propriety and the wisdom of the enactment of such laws as will make this office the *responsible head* of the educational system of the state, in order that the educational function of the state government may be carried forward in an energetic business-like manner.

HIGH SCHOOLS.

Nebraska has a large number of so-called "High Schools," but no "High School System." The educational work of these high schools stands next in importance to that of the rural schools, forming, as to an extent they do, the connecting link between the rural school and the state university, and being the schools in which is completed the school training of a vast number of young people whose progress is arrested after leaving the district school and before reaching the university.

These schools, sometimes called the "People's College," fulfilling the important function referred to above, should by all means be strengthened. Under present conditions, subject, as they are in their policy, to the caprice of every new principal or superintendent employed by the boards, with no fixed or well defined or well regulated line of procedure, the high schools of the state are not accomplishing what they should accomplish; and they have

neither the reputation nor the character which they should possess. The difficulty is not that the teachers are incompetent; many of them are scholarly and efficient in a very high degree; it is not that they lack the appreciation of the people; our people highly appreciate every means for gaining a knowledge of the subjects taught in these schools; it is almost wholly due to the fact that progress is retarded by frequent change in its direction; in other words, these schools are unreliable. What the school is this year is no criterion by which to foretell its character or its policy for the next year. Scarcely a change in the principalship of any high school of the state without the expectation on the part of the board that a change in the course of study in the high school will be advised; and the board, with renewed confidence in the judgment of the new principal, permits the expected change to be made.

There is no good reason for any material difference in the courses of the study in similar schools under like conditions throughout the entire state. I therefore recommend such legislation as will correct existing evils in the high school.

COMPULSORY EDUCATION.

While our people generally are ready to avail themselves of every facility for educating their children, there is still a large number who, through ignorance or negligence, permit their children to grow to maturity with little or no training for intelligent and upright citizenship. For this smaller class of people compulsory education laws are enacted.

Our present law upon this subject, while good in intention, is weak and insufficient. The present requirement is twelve weeks of school per year for all children between the ages of eight and fourteen years. I am of the opinion that the annual term required should be twelve weeks in districts which are required to

have three months of school each year, while sixteen weeks should be the requirement in those districts in which the minimum annual term is nine months.

Under our present law it is not made the duty of anyone to look after the enforcement of its provisions. I would recommend that the statute be strengthened by making it the duty of the county superintendent of each county to see to the enforcement of this law and by requiring that the teacher make to the county superintendent a monthly report of the names and ages of all children attending the school, in such form as shall be prescribed by the state superintendent.

NIGHT SCHOOLS.

In some of the large cities of the state night schools have been organized and carried on under the direction of the board of education. In these schools instruction is given in the common school subjects and in certain subjects that may be called "industrial," as mechanical drawing, stenography, etc. I see nothing to prevent the extension of this work to smaller towns and villages and even to the rural districts for at least a part of the winter term. If not every evening of the week, at least two or three evenings each week might be devoted to instruction in a few selected subjects, such as drawing, book-keeping, penmanship, arithmetic, etc. The experiment of a writing class or a singing class once or twice a week has been successfully made in many places. Night schools, wherever organized, should be under the control of the local school board, in order that business-like methods could be assured, and in order that nothing should occur that would interfere with the regular sessions of the day schools conducted in the same houses. These night schools would afford intellectual occupation through the winter months to many whose time would otherwise be spent in idleness, and such schools would become centers of culture to the benefit of the state.

RECORDS AND REPORTS OF COUNTRY SCHOOLS.

The efforts made in many counties of the state toward classifying the pupils of the country schools more carefully is resulting in an awakening of the county superintendents to the necessity of more carefully prepared district records and of more frequent reports from the teachers to the county superintendent direct. I see promise of great good in this, in the way of bringing the superintendent and his teachers in closer relations, as well as in making it necessary for the teachers to confer with each other, and in leading them to place results in some tangible and comprehensive form—in a word, one of the results is organization.

GRADED SCHOOL RECORDS.

Practically there are no graded school records. I have struggled manfully for the past two years to collect statistics relative to the graded schools of our larger cities and in the village schools. The reports of the board made annually to the county superintendent are brief and general and in many cases not wholly reliable. Besides this, there is nothing required from the larger towns and cities more than is required of the smallest country school.

Legislation correcting these evils is recommended.

SCHOOL LIBRARIES.

The school is the educational center of the community; around the school should cluster all the forces of culture for the neighborhood. A library is a potent force in shaping and cultivating the minds of the youth in the school. Under our text-book law, it is necessary to make provision for the care of books belonging to the district when they are not in actual use in the hands of the pupils.

This suggests the possibility of the collection, little by little, of a general library for the school, which may also be utilized throughout the district, under proper regulations, and so become an educational factor in the home as well as in the school. I believe that our present statute is broad enough to authorize the voters of the district to provide at each annual meeting for a small levy for a school library; this being done, a useful school library is only a question of a few years.

In at least one county in the state there has been set on foot a movement setting apart October 21 of each year as "Library Day." On this day a special effort is to be made by all the schools of the county to interest pupils and parents in general reading. The movement is worthy of consideration.

EDUCATIONAL MEETINGS.

One of the agencies most productive of good results in our state for the past two years is educational conventions.

First, There is the annual meeting of the State Teachers' Association, bringing together for conference men and women from all parts of the state. At the meeting in December, 1890, there were in attendance something like six hundred teachers who took part in the discussions of the topics presented or were silent listeners to these discussions, going home at the close to digest and assimilate the thoughts which they had absorbed. The meeting in December, 1891, was much more largely attended than any previous convention in the state, there being not less than one thousand teachers present.

In addition to this association, there has been organized in the southeastern part of the state a local association whose last meeting, in March, 1892, was attended by nearly three hundred teachers; then, there is in the northern part of the state an association of the same sort with an attendance at its March meeting

in 1892 of something like two hundred teachers. Besides these, there are two other local associations in the central and southern parts of the state largely attended, as well as an association of city superintendents and principals with semi-annual meetings for the discussion of topics of special interest to this class of schools.

These, with a county association in almost every county in the state, holding, with its subdivisions, meetings each month in some of the counties, supplemented by meetings of school officers and of patrons of the common schools—these altogether present edifying scenes of activity in all lines of education in the state and suggest many interesting questions to their thoughtful observer.

One of these questions is, Is there danger that we may mistake enthusiasm for intelligent activity? May it not be that we lay too great stress upon the exaltation of the soul, and thus rely too little upon the earnest study that alone can make one scholarly? And, after all, it must not be forgotten that it is the teacher made scholarly by acquisition of knowledge and made vigorous by reflection upon that required who is able to inspire his pupils with a desire to emulate the high character of the teacher.

THE TEACHERS' INSTITUTE.

With the great body of teachers in our rural schools, and with a not inconsiderable number of those in our city schools, the only special preparation for their work is that gained through the agency of the county institute. This is the part of our educational system most liable to abuse.

The organization and the administration of the institute is wholly in the hands of the county superintendents. These officers are elected by popular vote, so there is danger that in some cases these officers may select the instructors for their teachers from among teachers in their own county, who may be thought influential in a political way, and thus deprive the young teachers of the

stronger leadership of one chosen from abroad, where the only question that could enter into the selection would be one of fitness to become a teacher of teachers.

In some of these institutes much valuable time has been taken up by the instructors in mere chatter and in going over with the teachers those things already well known, and in a constant effort to fill up the teachers who are already replete and whose chief want is time for reflection or direction in the art of studying.

Much time is spent uselessly in lectures on the theory and art of teaching, when a single lesson given to those in attendance in strict accordance with the theory of teaching and in such a way as would illustrate and practically enforce the art of instruction would be more potent in shaping the course of the novice than a volume of *talk about* teaching.

I believe that the enlargement of the powers of the state examining committee, appointed by this department, so as to give to that committee authority to pass upon the fitness of those who presume to train the teachers in our county institutes, would be productive of great good in this direction.

This committee should also be empowered to act in conjunction with the county superintendent of each county in determining which of the licensed instructors should take charge of the institute of the county; and the scope and plan of work to be done in any county institute should be determined by the county superintendent under advice of this committee in conjunction with the state superintendent.

PROFESSIONAL AND COUNTY CERTIFICATES AND NORMAL SCHOOL DIPLOMAS.

Under our statute, professional certificates may be issued either upon examination or upon college diplomas. In the latter case it is required that the candidate shall have three years of success-

ful experience as a teacher in a high school in Nebraska; in the former case, the candidate must pass a satisfactory examination in rhetoric, English literature, general history, physical geography, geology, chemistry, zoology, intellectual philosophy, and trigonometry in addition to the subjects necessary for a county certificate of the first grade. The examination may be conducted personally by the superintendent of public instruction, or by a committee of three competent teachers appointed by that officer. The examinations for some years have been conducted by the committee referred to above. The names of the committee as it now exists will be found elsewhere in this report.

In addition to the provisions for professional certificates, the law authorizes the endorsement, by the superintendent of public instruction, of diplomas from normal schools in other states, whereby the holders of such diplomas are placed on an equal footing with the holders of diploma from our own state normal school, our normal school diplomas being in effect professional certificates.

While other states issue state certificates upon similar evidence of fitness, the superintendent of public instruction of Nebraska is not authorized to give any credit to the holder of such a certificate issued under the laws of another state. I would recommend such legislation as would permit the department of education of Nebraska to accept a state certificate from another state as evidence of professional fitness in at least so far as the subjects included therein are co-incidental with those required in our own examination.

The following circular letter sets forth the statutory provisions and the rules of the department concerning the matter treated in this article.

CIRCULAR NO. 2.

STATE OF NEBRASKA,

DEPARTMENT PUBLIC INSTRUCTION.

RELATIVE TO

Normal Diplomas and Professional Certificates.

SCHOOL LAWS—SUB-DIVISION IX.

SECTION 1. No person shall be accounted a qualified teacher, within the meaning of the school law, who has not a certificate in force from a county superintendent or a diploma from a state normal school of another state, approved by the state superintendent of this state; but such approval shall not be given until the holder of said diploma presents proof of successful teaching for one year in Nebraska, and presents a first grade county certificate given in this state. * * * * *

SEC. 4. Permanent teachers of high character and broad scholarship, and who have a successful experience, may, upon examination by the state superintendent or by a committee of three competent teachers appointed by him, receive a professional certificate which shall authorize the holder to teach in any public school in the state without further examination.

SEC. 5. The branches required for a professional state certificate shall be the following, to-wit: Written arithmetic, U. S. history, reading and elocution, English grammar, common and

physical geography with map drawing, physiology, algebra, natural philosophy, chemistry, composition and rhetoric, bookkeeping, plane geometry, plane trigonometry, geology, zoology, botany, English literature, general history, intellectual philosophy, civil government and school laws, and the theory and art of teaching.

I.

Normal Diplomas will be approved on the following conditions, namely:

The applicant must present (1) a normal diploma from another state, (2) a first grade county certificate issued in Nebraska, (3) proof of one year's successful teaching in Nebraska.

Further, the normal diploma presented must grant to the holder the right to teach without examination in the state in which it was given.

The approval of such normal diploma extends its jurisdiction to Nebraska, giving to its holder all the rights and privileges conferred by it in the state in which it was issued.

II.

Professional certificates without examination are issued under the following conditions, namely:

The applicant must present (1) a diploma from a college or university of good standing, (2) a first grade county certificate issued in Nebraska, (3) evidence of having taught with ability and success in a high school in Nebraska for at least three years.

III.

Professional certificates on examination are granted under the following conditions, namely:

(1) The applicant must be a permanent teacher of high stand-

ing who has had a successful experience in teaching. (2) He must pass a satisfactory examination in the subjects named in section 5, of the law quoted above.

The examination will be conducted by a committee appointed and instructed by this department. It is intended that two such examinations shall be held within the year, beginning January 1, 1891, at such times and places as most fully accommodate all concerned.

Further announcements will be made through the columns of the North-Western Journal of Education in the near future.

Respectfully,

A. K. GOUDY,

Superintendent of Public Instruction.

The names of those who have thus been admitted to the ranks of professional teachers in the state will be found in the subjoined lists.

MORE NORMAL SCHOOLS NEEDED.

I am convinced that the schools need and that the state ought to have more normal schools; and so I recommend the establishment of two additional normal schools which may for a term of three or four years undertake to do no more than to take teachers through a course of instruction similar to that of the elementary course in the normal school at Peru, together with a term's study of the history and philosophy of education. I am sure that the localities where such schools should be established would gladly donate such grounds and buildings with necessary equipments for carrying on their work, so that the only outlay by the state would be for instruction and current expenses, which, considering the good which they would produce in the cause of common school education in the state, would be well expended.

Professional certificates have been issued to the following named persons:

ON EXAMINATION.

Cummings, J. A.	Harlan, C. F.	Lewis, Burr
Elwanger, C.	Hoff, R. L.	Ostrom G. D.
Gardner, W. H.	Jones, J. W.	

ON COLLEGE DIPLOMAS.

NAME.	INSTITUTION.	STATE.
Adams, Anna T.	Coe College,	Iowa.
Biglow, A. H.	University of Nebraska,	Nebraska.
Bigelow, C. W.	University of Nebraska,	Nebraska.
Brainerd, O. H.	University of Iowa,	Iowa.
Caster, G. M.	Lincoln University,	Illinois.
Charles, C. M.	Emory and Henry College,	Virginia.
Daley, Sara Kyle	University of Nebraska,	Nebraska.
Ebright William	Carthage College,	Illinois.
Grinstead, P. W.	National University,	Illinois.
Grubbs, E. C.	Lenox College,	Iowa.
Hull, H. A.	Iowa College,	Iowa.
Jones, Mary A.	University of Nebraska.	Nebraska.
Lobdell, M. H.	Hillsdale College,	Michigan.
McBride, Wilson	Amity College,	Iowa.
McGrew, Miss L. L.	Lenox College,	Iowa.
O'Connor, D. C.	Alleghany College,	Pennsylvania.
Overholt, R. D.	University of Toronto,	Canada.
Patterson, J. J.	Dickinson College,	Pennsylvania.
Pickrell, C. B.	Penn College,	Iowa.
Reese, D. E.	Marietta College,	Ohio.
Sanford, Mary E.	Mt. Holyoke College,	Massachusetts.
Seymour, A. H.	Northern Illinois College,	Illinois.
Skipton, Frank	Wesleyan University,	Iowa.
Ure, Emma J.	Monmouth College,	Illinois.
Wentch, Julia A.	State Agricultural College,	Iowa.

Normal diplomas have been endorsed for the following named persons :

NAME.	INSTITUTION.	STATE.
Beattie, Carrie A.	Albany Normal School,	New York.
Boyle, Julia A.	Potsdam Normal School,	New York.
Brayman, Mary	Fredonia Normal School,	New York.
Burton, George	Platteville Normal School,	Wisconsin.
Chamberlain, Mrs. A. M.	Bridgewater Nor. School,	Massachusetts.
Conklyn, Mary P.	California Nor. School,	Pennsylvania.
Goodban, H. F.	Edinboro Nor. School,	Pennsylvania.
Green, Katharine M.	Mansfield Nor. School,	Pennsylvania.
Handley, Addie B.	Mankato Normal School,	Minnesota.
Hunter, D. M.	Shippensburgh N. School,	Pennsylvania.
Kelly, John Henry	Normal Dept. State Uni.,	Missouri.
McNamara, Dan'l W.	White Water Nor. School,	Wisconsin.
Metcalf, Armina F.	Oswego Normal School,	New York.
Plumer, Alice C.	Worcester Nor. School,	Massachusetts.
Powers, Elizabeth H.	Framingham Nor. School,	Massachusetts.
Sell, S. H.	Lockhaven Nor. School,	Pennsylvania.
Stephens, A. P.	Bloomsburgh Nor. School,	Pennsylvania.
Thompson, Milton R.	Warrensburgh N. School,	Missouri.
Wright, Miss L. E.	Edinboro Normal School,	Pennsylvania.

COLUMBUS DAY.

Preparatory to the proper observance of the four hundredth anniversary of the discovery of America, the following circular letter was issued:

REPORT OF THE
CIRCULAR No. 9.

DEPARTMENT OF PUBLIC INSTRUCTION

RELATIVE TO COLUMBUS DAY.

GOVERNOR'S PROCLAMATION.

The president of the United States having appointed Friday, October 21, 1892, as the four hundredth anniversary of the discovery of America by Columbus, by his proclamation, a national holiday and recommended its observance, and the department of superintendents of the National Educational Association having heartily endorsed the idea of a national holiday, the celebration of which the public schools of the republic be everywhere the center, and such a celebration being at once patriotic and creditable in a state with so splendid a record in educational matters as our own. Now, therefore, I, James E. Boyd, governor of the State of Nebraska, in accordance with the action of the president of the United States and in response to the wishes of the National Educational Association, do hereby designate and appoint Columbus Day, namely, Friday, October 21, 1892, as a public holiday, and recommend that it be observed by the different schools throughout the State of Nebraska; that business be suspended on that day; that civil and military organizations take part in the celebration; and that the day be devoted to the inspiring of the children of this land with the true appreciation of the history, grandeur and destiny of this nation.

This work is especially committed to the Hon. A. K. Goudy, superintendent of public instruction.

Witness my hand and the great seal of the State of Nebraska, at the capitol, in the city of Lincoln, this 6th day of September, A. D., 1892.

By the Governor.

JAMES E. BOYD.

JOHN C. ALLEN,

Secretary of State.

TO SCHOOL OFFICERS, TEACHERS, AND PATRONS
OF THE PUBLIC AND PRIVATE SCHOOLS:

In consonance with a joint resolution of the Senate and House of Representatives of the United States and with proclamations issued by the president of the United States and the governor of Nebraska, this department recommends to all officers, teachers, and patrons of the schools of the State of Nebraska that the children, the patrons, and the friends of education and of American patriotism be invited to join in a school celebration of the four hundredth anniversary of the discovery of America to be held on the 21st day of October, 1892, in the manner set forth in the accompanying circular, issued by the executive committee appointed by the department of superintendence of the National Educational Association, at Brooklyn, February 17, 1892.

This is the first attempt to make the schools of the entire country the centers of local demonstrations all over the United States.

The event to be celebrated is grandly fitted to inspire a noble and intelligent patriotism, and the public school, the outgrowth of the American civilization, may properly claim the right to lead in this jubilee.

While the public school is the product of American spirit, the perpetuity and the character of our institutions depend largely upon the training which the schools of the State give to the citizens of the State; and so it is peculiarly fitting that in this festival the schools shall lead; so let the schools lead, and let all the people follow.

The boys and girls may be led to feel that in this celebration they are partakers in the opening ceremonies of the Columbian Exposition in progress at the same time in the city of Chicago.

I trust that every effort will be made in every community—in every school district in the state—to stir up the people to a realization of the far-reaching results of the event to be commemorated on that day, and that the local press, so ready at all times to do its part in arousing and intensifying every proper sentiment, may be everywhere enlisted.

I am confident that those in charge of the educational interests of the state will be ready to respond to this call as they have uniformly done in response to the recommendations of this department.

Respectfully,

A. K. GOUDY,

Superintendent Public Instruction.

Lincoln, Neb., Sept. 17, 1892.

Responsive to the suggestion, the schools of the State in large numbers, some with brief and simple programs, some with imposing ceremonies and parades, and all with the national flag in a prominent position made the day a glad holiday; it was not a mere holiday, for it was made the occasion for teaching the lessons pertinent thereto and of impressing on the minds of the youth that the greatness of a nation rests in the character of its citizens.

ARBOR DAY.

This, Nebraska's gift to the States of the Union, was not overlooked by the schools of Nebraska either in 1891 or in 1892, the historic years of State and Nation. The following circular letters were issued by this department in 1891 and in 1892, respectively:

CIRCULAR No. 3.

ARBOR DAY ANNOUNCEMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,

LINCOLN, NEB., March 18, 1891.

Much has been said by those able to do so of the uses of trees both from an economic, an aesthetic, and an educational point of view. There will be found in the excellent and beautiful letters so kindly written for this circular many most cogent reasons for an observance of this occasion. I am told that over 400,000,000 trees have been planted in Nebraska on the Arbor Days of the past; if these were planted in a body, placing the trees four feet apart in rows and making the rows eight feet apart, it would make a forest more than twenty miles square, covering an area of over 400 square miles.

The program presented in this circular is merely suggestive. In some of the states, in connection with the day's program, the boys and girls have voted on their choice of trees for a "State Tree;" this has been done by some of them making "nomination" as they would nominate candidates for office, each setting forth the good qualities of the tree nominated, showing why it should be the choice of all; after the nominations, let the pupils proceed to "ballot" for "State Tree," send report to their county

superintendent, who will report to this office, and the result will then be announced through the North-Western Journal of Education. It is suggested that each school plant one tree jointly with appropriate ceremonies, and name it in honor of some prominent personage, and that a committee of three be elected by the school whose duty it shall be to provide for the safety and care of the tree until it is "old enough to care for itself." In addition to this as many other trees, shrubs, vines, and flowers, both at home and at school, as are advisable might be planted. It would afford me great pleasure to have the teachers, or pupils appointed by them, make a somewhat full report to their respective county superintendents of the number and kind of trees planted, and I should be pleased to receive abstracts of such reports from the various county superintendents at the time of making their annual census reports to this office. With the hope that many homes and school grounds may be made more beautiful by and in consequence of the observance of Arbor Day, and that it may be made the occasion of many lessons in truth, beauty, goodness, and love of our homes, our schools, and our country, this circular is sent forth to the parents, the teachers, and especially the school children of Nebraska.

Respectfully,

A. K. GOUDY,

Superintendent Public Instruction.

APRIL 22, ARBOR DAY.

PROGRAM.

Music.....	America
Roll Call.....	
Responses, Scriptural or other Quotations About Trees.	
Prayer.....	
Reading.....	Origin and History of our Legalized Arbor Day
Reading.....	Circular of State Superintendent
Music.....	
Recitation.....	The Secret
Recitation.....	The Birds and the Children
Recitation.....	The Sweet Red Rose
Song or Recitation.....	Pretty Little Blue Bird
Recitation.....	A Riddle (The Young Dandelion)
Recitation.....	The Lilac
Recitation.....	A Few Old Proverbs
Song.....	
Recitation.....	Ready for Duty
Recitation.....	Plant a Tree
Recitation.....	What do we Plant
Music.....	
Recitation.....	Planting of the Apple Tree
Essay.....	Notable and Curious Trees
Recitation.....	The Flower of Liberty
Recitation.....	A Petrified Fern
Recitation.....	Resurgam
Reading (Selected)—Talks on Trees.....	Holmes
Nominations for State Tree.....	
Vote for State Tree.....	
Election of Tree Committee.....	
Naming and Planting Tree.....	
Music.....	Star Spangled Banner

Most of the selections for this program are taken from that beautiful book called "Arbor Day Manual," by Charles B. Skinner, Albany, N. Y.

Do not forget the material which you have at hand. Much of the best of our own Bryant, Whittier, Holmes, and Longfellow being found in the various readers. Enthusiasm is the pick which will bring this all to light for your use.

SUGGESTIONS.

Assign the "Red Rose" to two little girls. Let one recite the first stanza, addressing a rose or a picture of a rose.

The second replies with the second stanza, addressing the first speaker emphasizing strongly the word "you" and reciting very slowly the third line.

Preceding the vote for "State Tree" require the pupils to nominate the favorite trees in prepared speeches, presenting the characteristics of the tree which entitle it to consideration as a candidate for the honor of the title "Nebraska Tree." Let the last be the selection, "My Tree," known only to the one who recites.

Have the school guess the "Riddle."

SCRIPTURAL QUOTATIONS.

Gen. I. 11; Gen. II. 9; Gen. I. 29; Matt. VII. 17, (18, 19); Psalm I. 3, or 1, 2, 3: Deut. XX. 19, 20; The wise man says: Prov. XI. 30; Prov. XV. 4; Prov. XV. 19; Prov. XIII. 12; Prov. III. 18; Rev. XXI. 9, 10, omitting from word "hither;" Rev. XXII. 2; Rev. II. latter part of 7; Matt. VII. 20.

QUOTATIONS.

He who plants trees loves others besides himself.

I have written many verses, but the best verses I have produced are the *trees* I have planted.

—O. W. Holmes.

Jock, when ye hae naething else to do, ye may be sticking in a tree; it will be growing, Jock, when ye're sleeping.

—Read.

It never rains roses, when we want to have more roses we must plant more trees.

—George Eliot.

Flowers are the sweetest things that God ever made and forgot to put a soul into.

—H. W. Beecher.

Give fools their gold and knaves their power;
Let fortune's bubble rise and fall;
Who sows a field, or trains a flower,
Or plants a tree, is more than all.

Earth's tall sons, the cedar, oak, and pine,
Their parents' undecaying strength declare.

Who does his duty, is a question
Too complex to be solved by me;
But he, I venture the suggestion,
Does *part* of his that plants a tree.

Large streams from little fountains flow;
Tall oaks from little acorns grow.

—John Burrough.

THE BIRTHPLACE OF ARBOR DAY.

BY EX-GOVERNOR ROBERT W. FURNAS, SECRETARY NEBRASKA
STATE BOARD OF AGRICULTURE, BROWNVILLE.

What is now generally known almost throughout the civilized world as "Arbor Day" originated in Nebraska in this wise; At an annual meeting of the Nebraska State Board of Agriculture, held in the city of Lincoln, January 4th, 1872, the Hon J. Sterling Morton, of Nebraska City, introduced the following resolution, which was unanimously adopted after some little debate as to the name; some of those present contended for the term "Silvan" instead of "Arbor:"

Resolved, That Wednesday, the 10th day of April, 1872, be and the same is hereby set apart and consecrated for tree planting in the State of Nebraska, and the State Board of Agriculture hereby name it Arbor Day, and to urge upon the people of the State the vital importance of tree planting, hereby offer a special premium of one hundred dollars to the agricultural society of that county in Nebraska which shall upon that day plant properly the largest number of trees; and a farm library of twenty-five dollars' worth of books to that person who, on that day, shall plant properly, in Nebraska, the greatest number of trees.

Resolved, That the newspapers of this State be requested, by the State Board of Agriculture, to keep the resolution in regard to the anniversary day for tree planting standing in their columns until April 10th next, and to call special attention of the people to the importance of the matter from time to time.

The newspapers of the State were generous, as they are now and always have been in this matter, and kept Arbor Day well before the people. The result was that over a million trees were planted in Nebraska on the first Arbor Day, April 10th, 1872.

Legalizing the day.—In 1875, the governor of Nebraska, by public proclamation, set apart the third Wednesday in April as Arbor Day, and recommended that the people observe it as a day of tree planting. It was generally observed in all parts of the State, and many thousand of trees were planted on that day. Annually thereafter other governors followed this example, until at the session of the legislature in the winter of 1885, an act was passed designating the 22d of April in each year as Arbor Day, and making it one of the legal holidays.

Law for Nebraska, Chap. 41:

SECTION 8. (Days to be observed as holidays.)—That the following days, to-wit: the first day of January, February twenty-second, and the *twenty-second of April, which shall be known as "Arbor Day,"* the twenty-fifth day of December, the thirtieth day of May, and July fourth, and any day appointed or recommended by the governor of the State or the president of the United States as a day of fast or thanksgiving, and when any one of these days shall occur on Sunday *then the Monday following* shall, for all purposes whatsoever as regards the presenting for payment or acceptance, and the protesting and giving notice of dishonor of bills of exchange, bank checks, or promissory notes made after the passage of this act, be deemed public holidays, and be treated and considered as is the first day of the week, commonly called Sunday. Provided, that when any one of these days shall occur on Monday, any bill of exchange, bank check, or promissory note made after the passage of this act, which but for this act would fall due and be payable on such Monday, shall become due and payable on the day thereafter.—*Prairie Farmer.*

OMAHA, March 13, 1891.

A. K. GOUDY, Superintendent of Public Instruction:

MY DEAR SIR:—I wish I might answer to your request to say something to the teachers and pupils in our public schools to enliven their interest, or instruct their intelligence, upon the observances of Arbor Day, and to my own satisfaction I cannot decline to say a few words of commendation of its prominence which our educators are giving to this festival of Arbor Day in this and other States. Born in the happy thought of one of our own distinguished citizens, who ranks high among the early founders of our State, it is not surprising that here it is celebrated with fresh enthusiasm as the years roll on.

I would not change the method of observing our great Nebraska Day, but I would enjoin upon teachers and the children, and upon the parents and the home, the beauty and the wisdom of planting and decorating with tree, shrub, and flower on that and on all other suitable days.

I ask the attention of teachers and children to a single thought, in the hope that the observance of Arbor Day by men, from year to year, may be made more and more educational in its tendency. Under your admonition for brevity, I will try to embody it in the following question: Might not Arbor Day celebrations be utilized in the very hour and act of planting, with living leaf and rootlet serving as texts and object lessons, by the delivery of short, familiar lectures, teaching the children something of the wondrous part which the God-given trees play in the world's economy?

Most truly yours,

GEORGE L. MILLER,

Omaha Park Commissioner.

A BRIEF WORD TO NEBRASKA CHILDREN WHO PLANT TREES AND FLOWERS ON ARBOR DAY.

[By Request of State Superintendent.]

It was written long years ago that "groves were God's first temples," and further that "He who plants a tree plants hope, joy, peace, youth, love." A most happy characteristic of civilized life is "days we celebrate"—"remembrance days"—gratitude, and such like kindreds. Germans in the motherland, it is said, have a remembrance habit of each member of the family planting a tree on Whitsuntide, forty days after Easter. Early in the morning of the same day singing societies march to the top of some high hill to hail with song the rising sun for its warmth, and blessings to Flora, the goddess of flowers, and Sylvanus, the deity who presides over woods and trees. Old M-xicans planted trees and named them after their children. The Aztecs used to plant a tree when a child was born, and it bore the name of the child ever afterwards. Oliver Wendell Holmes says, "When we plant trees we are doing what we can to make our planet a more wholesome and a happier place for those who come after us;" and George Eliot adds, "It never rains roses. When we want more roses we must plant more trees."

"Arbor Day" is a Nebraska child and J. Sterling Morton its parent. By a law of Nebraska April the 22d is designated as that day. We used to read in the older day school books: "April showers bring May flowers." Hence the appropriateness of the month named. There is something peculiarly impressive, beautiful, and enduring in planting trees—especially memorial trees. They live and speak for us after we are gone.

Let the hands of pure, joyous children plant trees and flowers. Let Arbor Day ever be remembered and observed is the sincere wish of

ROBT. W. FURNAS.

ARBOR LODGE, NEAR NEBRASKA CITY, OTOE COUNTY, }
NEBRASKA, March 13, 1891. }

MY DEAR MR. GOUDY—Complying with your request of February 26th, I have addressed the following to the pupils of the Nebraska schools:

A tree is the perfection in strength, beauty, and usefulness of vegetable life. It stands majestic through the sun and storm of centuries. Resting in summer beneath its cooling shade, or sheltering beside its massive trunk from the chilling blast of winter, we are prone to forget the little seed whence it came. Trees are no respecters of persons. They grow as luxuriantly beside the cabin of the pioneer as against the palace of the millionaire. Trees are not proud. What is this tree? This great trunk, these stalwart limbs, these beautiful branches, these gracefully bending boughs, these gorgeous flowers, this flashing foliage and ripening fruit, purpling in the autumnal haze, are only living materials organized in the laboratory of Nature's mysteries out of rain, sunlight, dews, and earth. On this spot, in this tree, a metamorphosis has so deftly taken place that it has failed to excite even the wonder of the majority of men.

Here sixty years ago a school boy planted an acorn. Spring came, then the germ of this oak began to attract the moisture of the soil. The shell of the acorn was then broken open by the internal growth of the embryo oak. It sent down a rootlet to get soil and water, and upward it shot a stem to which the first pair of leaves was attached. These leaves are thick and fleshy. They constitute the greater bulk of the acorn. They are the first care-takers of the young oak. Once out of the earth and in the sunlight they expand, assume a finer texture, and begin their usefulness as nursing leaves—*folia nutrentia*. They contain a store of starch elaborated in the parent oak which bore the acorn.

In tree infancy the nursing leaves take oxygen from the air, and through its influence the starch in the nursing leaves is trans-

mitted into a tree-baby food called dextrine, which is conveyed by the water absorbed during germination to the young rootlets and to the gemmule and also to the first aerial leaf. So fed, this leaf expands and remains on the stem all summer. The nursing leaves die when the aerial leaves have taken their food away, and then the first stage of bakhhood has begun. It has subterranean and super-terranean organs, the former finding plant-food in the earth, and the latter gathering it in the air, the sunlight, and storm. The rootlets in the dark depths of soil, the foliage in the sunlit air begin now their common joint labor of constructing a majestic oak. Phosphates and all the delicacies of plant-food are brought in from the secret stores of the earth by the former, while foliage, twig, and trunk are busy in catching sunbeams, air, and thunderstorms to imprison in the annual increment of solid wood. There is no light coming from your wood, corn-cob, or coal fire which some vegetable Prometheus did not, in the days of its growth, steal from the sun and secrete in the mysteries of a vegetable organism.

Combustion lets loose the captive rays and beams which growing plants imprisoned years, centuries, and even eons ago, long before human life began its earthly career. The inter-dependence of animal and tree life is perennial. The intermission of a single season of a vegetable life and growth on the earth would exterminate our own and all the animal races. The trees, the forests are essential to man's health and life. When the last tree shall have been destroyed there will be no man left to mourn the improvidence and thoughtlessness of the forest-destroying race to which he belonged.

In all civilizations man has cut down and consumed, but seldom resorted to replanting, the forests. In Biblical times Palestine was lovely in the foliage of the palm, and the purpling grapes hung upon her hillsides and gleamed in her fertile valleys like gems in the diadems of her princes. But man, thoughtless

of the future, careless of posterity, destroyed and replaced not, so where the olive and the pomegranate and the vine once held up their luscious fruit for the sun to kiss, all is now infertility, desolation, desert, and solitude. The orient is dead to civilization, dead to commerce, dead to intellectual development. The orient died of treelessness.

From the grave of the eastern nations come the tree monitions to the western. The occident like the orient would expire with the destruction of all its forests and woodlands.

Twenty-five thousand acres are consumed by the railroads, the manufactories, and the homes of the United States every twenty-four hours. How many are planted? To avert treelessness, to improve the climatic conditions, for the sanitation and embellishment of home environments, for the love of the beautiful and useful combined in the music and majesty of a tree, as fancy and truth unite in an epic poem, Arbor Day was created. It has grown with the vigor and beneficence of a grand truth or a great tree. It faces the future. It is the only anniversary in which humanity looks futureward instead of pastward in which there is a consensus of thought for those who are to come after us, instead of reflections concerning those who have gone before us. It is a practical anniversary. It is a beautiful anniversary. To the common schools of the country I confide its perpetuation and usefulness with the same abiding faith that I would commit the acorn to the earth, the tree to the soil, or transmit the light on the shore to the far-off ships on the waves beyond, knowing certainly that loveliness, comfort, and great contentment shall come to humanity everywhere because of its thoughtful and practical observance by all the civilized peoples of the earth.

Faithfully for forestry, your friend,

J. STERLING MORTON.

To the Pupils of the Schools of Nebraska.

UNITED STATES DEPARTMENT OF AGRICULTURE,

FORESTRY DIVISION, WASHINGTON, D. C., March, 2, 1891,

A. K. GOUDY, Esq., Supt. Public Instruction, Lincoln Neb.:

DEAR SIR:—I see from your letter that Arbor Day has come around again—that holiday, which is at the same time a work day. a truly American and especially Nebraska festival.

“Tall oaks from little acorns grow,” and so grow men and women from little children, and what the children learned to do and to appreciate the men and women will practice and appreciate.

Let your children know the reason for Arbor Day; educate them to understand, and men may learn it at the same time, that tree-growth it is that makes this world habitable; that but for the protection against sun and wind, which tree, grove, and forest kindly afford, life would be less pleasant, nay almost impossible; that the forest is a needful condition to civilized man.

And since it takes but little time to cut down a tree, but many years to grow one to size, let Arbor Day create in the children that appreciation of trees which will make them forest planters, and teach them to despise the man as irrational who cuts the trees recklessly and without good reason.

May you succeed in inculcating such sentiments to those you have in charge, children and teachers alike.

Yours truly,

B. E. FERNOW,

Chief of Forestry Division.

REPORT OF THE
THE SECRET.

We have a secret, just we three,
The robin, and I, and the sweet cherry tree;
The bird told the tree, and the tree told me,
And nobody knows it but just we three.

But of course the robin knows it best,
Because he builds the—I shan't tell the rest;
And laid the four little—something in it—
I am afraid I shall tell it every minate.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Tho' I know when the little birds fly about,
Then the whole secret will be out.

THE SWEET RED ROSE.

Good-morrow, little rose bush
Now prithee, tell me true,
To be as sweet as a red rose
What must a body do?

To be as sweet as a red rose,
A little girl like you
Just grows, and grows, and grows,
And that's what she must do.

—*Joel Stacy.*

PRETTY LITTLE BLUE BIRD.

Pretty little blue bird, singing in the tree;
Tell me, tell me, tell me, if you please,
How you keep your dress so tidy and so new,
Tell, tell me, little bird of blue.

Merry little maiden, if you will but wake,
Early, early when the day's at break,
When the bonny dewdrop nestles in the rose,
Then you'll find us washing out our clothes.

Pretty little blue bird, tell me now, I pray,
Tell me, tell me, 'fore you fly away;
Who it is that taught you, taught you how to sing,
Tell me, tell me, 'fore you're on the wing.

Merry little maiden, up above the sky,
Some one, some one watches you and I,
If it isn't He that taught me how so well,
Surely, surely, I can never tell.

A FEW OLD PROVERBS.

When the oak puts on his goslings gray,
'Tis time to sow barley night or day.

If the Oak is out before the ash,
'Twill be a summer of wet and splash;
But if the ash is out before the oak,
'Twill be a summer of fire and smoke.

When elm leaves are as big as a shilling,
Plant kidney beans, if you are willing;
When elm leaves are as big as a penny,
You must plant beans, if you wish to have any.

When the hawthorn too early shows,
We shall have still many snows.

REPORT OF THE
PLANT A TREE.

He who plants a tree
Plants a hope.
Rootlets up through fibres blindly grope;
Leaves unfold into horizons free.
So man's life must climb
From the clods of time
Unto heavens sublime.
Canst thou prophesy, thou little tree,
What the glory of thy boughs shall be?

He who plants a tree
He plants peace.
Under its green curtains jargons cease,
Leaf and zephyr murmur soothingly;
Shadows soft with sleep
Down tired eyelids creep
Balm of slumber deep.
Never hast thou dreamed, thou blessed tree,
Of the benediction thou shalt be.

He who plants a tree,
He plants love;
Tents of coolness spreading out above
Wayfarers he may not live to see.
Gifts that grow are best;
Hands that bless are blest;
Plant; life does the rest.
Heaven and earth help him who plants a tree,
And his work its own reward shall be.

—*Lucy Larcom.*

THE FLOWER OF LIBERTY.

What flower is this that greets the morn,
Its hues from heaven so freshly born?
With burning star and flaming band
It kindles all the sunset land.

O tell us what the name may be—
Is this the flower of liberty?
It is the banner of the free,
The starry flower of liberty!

In savage nature's far abode
Its tender seeds our fathers sowed;
The storm-winds rocked its swelling bud,
Its opening leaves were streaked with blood,
Till lo! earth's tyrants shook to see
The full-blown flower of liberty!
Then hail the banner of the free,
The starry flower of liberty!

Thy sacred leaves, fair freedom's flower,
Shall ever float on dome and tower,
To all their heavenly colors true,
In blackening front or crimson dew—
And God[!] love us as we love thee,
Thrice holy flower of liberty!
Then hail the banner of the free,
The starry flower of liberty!

RESURGAM.

When the great Architect conceived the plan
To build a habitation fit for man,
Earth was not counted perfect from his hand
'Till stream and forest gladdened all the land.

Almighty builder! with what wise design
Did'st rear the mighty oak, the giant pine!
How did Thy grand beneficence unfold
In beech and maple with their wealth untold!

So time passed on, till earth was peopled o'er;
Human abodes were built on every shore;
While in the forests' depths, in the soft shade,
Four-footed beauties with their offspring played.

High in their nests feathered warblers sang,
Till the dark woods with glad hosannas rang;
And all was life and beauty. But God's plan
Too soon was marred by greedy, wanton man.

Stroke upon stroke the cruel axeman plied,
Nor rested he till nature's choicest pride,
"The grand old woods" were ruthlessly laid low,
Entailing dark disaster and dire woe!

But now, thank God! a noble band of men
Come to the front. The woods shall rise again;
An army of tree planters, bearing trees,
Fling out their glorious banner to the breeze!

Come, old and young, and join the noble throng
Who celebrate this day with speech and song;
And millions yet unborn shall own your sway,
And rise to bless our glorious Arbor Day!

—*Seymour S. Short.*

WHAT DO WE PLANT?

What do we plant when we plant a tree?
We plant the ship, which will cross the sea.
We plant the masts to carry the sails;
We plant the plank to withstand the gales.
The keel, the keelson, and beam and knee;
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the houses for you and me.
We plant the rafters, the shingles, the floors,
We plant the studding, the lath, the doors,
The beams and siding, all parts that be;
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see.
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade, from the hot sun free.
We plant all these when we plant the tree.

—*Henry Abbey.*

MY TREE.

Which is the best of all the trees?
Answer me, children all, if you please.
Is it the oak, the king of the wood.
That for a hundred years has stood?
The graceful elm, or the stately ash,
Or the aspen, whose leaflets shimmer and flash?

Is it the solemn and gloomy pine,
With its million needles so sharp and fine?
Ah, no! The tree that I love the best,
It buds and blossoms not with the rest;
No summer sun on its fruit has smiled,
But the ice and snow are around it piled;
But still it will bloom and bear fruit for me,
My winter bloomer! My Christmas tree!

—*Youths Companion.*

REPORT OF THE
CIRCULAR No. 6.

ARBOR DAY, APRIL 22.

DEPARTMENT OF PUBLIC INSTRUCTION.

Lincoln, Neb., February 25, 1892.

"What a beautiful city!" Cut down all of the trees, tramp out all the grass from the lawns, and strew the neatly swept streets with all sorts of rubbish, and the expression is immediately changed to, "What an abominable city!"

"What a lovely home!" Chop down the trees, break down the fences, smash the windows, and in the place of the glass insert cast-off clothing, and the expression of pleasure becomes, "What a wretched place to live in!"

With neat fences around our school grounds, with rows of tree by the fences, and it may be a clump of them besides, with the front of the school yard changed into a lawn, with the school house painted and in good repair, with necessary out-buildings as well kept, with the interior to correspond with the exterior, as it certainly will, the school houses and their surrounding grounds will become, not a matter of pride alone, but of pleasure and of profit for the silent lessons of beauty and of culture which they teach; the direction of their educational force will be reversed, and they will minister to the innate craving of children and patrons for the beautiful, which is also the good.

The best can be achieved only under the most favorable conditions; the achievement of the utmost in the direction of manhood and womanhood is what we wish for our boys and girls who, in a short time, are to "constitute the state." Take our boys and girls—the hope of the nation—out, and there is left but little worth living for.

All men profess to wish that their children may be educated. This means that every faculty, every power, every worthy desire and taste and ambition of the children may be developed and directed and satisfied.

To this end has the observance of Arbor Day in Nebraska, the state of its origin, whence it has spread to many other states of the Union, been given a place in the schools.

The school exercises appropriate to the day, recitations, songs, readings, essays, historical and scientific instruction, associated with the planting of trees, shrubs, vines, and seeds on the school grounds in the interest of, and participated in by, the children and the parents, who should as far as possible be urged to be present and to take part, are necessarily educational.

I therefore suggest and urge upon county and city superintendents, teachers, parents, and pupils of the state that a part of "Arbor Day" be devoted by the school to the planting of trees, vines, shrubs, and seeds, accompanying the planting with such exercises as may be instructive and impressive in their character, with a view to beautifying the school grounds and at the same time teaching lessons of beauty and of the uses of beauty.

I make no suggestions as to songs, selections, or subjects for essays for the day, for there is so much material everywhere which the intelligent teacher may secure for use that such a suggestion seems to me to be unnecessary. I am told that the *Northwestern Journal of Education* contains a program and some exercises fitted for the day.

I hope that county superintendents will see that this circular is published in every local paper in the state, thus giving it a wide circulation and enlisting the press actively in this as in other educational measures.

A. K. GOUDY,
Superintendent Public Instruction.

REPORT OF THE NEBRASKA DAY.

March 1, 1892, being the twenty-fifth anniversary of the birth of Nebraska as a state, it was thought appropriate by our people that the event should be celebrated by the schools and thus be made educational as well as commemorative.

In sympathy with the prevailing sentiment, this department issued the following circular letter recommending to school officers, teachers, patrons, and pupils the proper observance of the day:

CIRCULAR No. 5.

NEBRASKA DAY.

DEPARTMENT OF PUBLIC INSTRUCTION.

Lincoln, Neb., February 5, 1892.

It is fitting that epochs in our history should be utilized by the schools in teaching not only history, but other important relatives to that subject, as for example civil government and geography.

Commemoration of leading historical events is an impressive way of conveying lessons which might otherwise remain unlearned.

Day by day we are doing the deeds which, when written, make up the "history of our times."

The past two years have been replete with events which, when recorded, will form one of the most interesting and important chapters in the history of Nebraska.

March 1, 1892, being the twenty-fifth anniversary of the admission of Nebraska into the Union as a state, is a most suit-

able time for a brief sketch of its history and of its geography and of the successive steps by which it became a part of the domain of the United States and a state of the Union.

On page 201 of the *Northwestern Journal of Education* (February number) will be found "Suggestive Topics" for exercises on that day.

I wish particularly to call attention to the following events as the basis for the study of the topic, "How a 'Territory' Becomes a 'State.'"

Louisiana, of which the present state of Nebraska formed a part, was ceded by France to the United States April 30, 1803. Territory of Louisiana formed in 1805. Territory of Louisiana became the territory of Missouri by act of Congress June 4, 1812. Territories of Kansas and Nebraska organized by act of Congress May 30, 1854.

Enabling act passed by Congress April 19, 1864. "An act for the admission of Nebraska into the Union," passed by Congress February 9, 1867. Legislature of Nebraska called together "for the purpose of taking action upon the conditions as proposed by Congress." Call issued February 20, 1867, at 2 o'clock P.M. Proclamation issued by the president of the United States March 1, 1867, declaring "that the admission of the said state into the Union is now complete." On April 4, 1867, Governor Butler called the legislature in extra session to convene May 18, "to set the machinery of the state in motion."

With these as a few of the dates of important historical events in the growth of the state, I recommend to the superintendents, teachers, patrons, and pupils of the state that on March 1, 1892, a portion of the day in the school be set apart for such exercises as may be appropriate to the occasion.

Respectfully,

A. K. GOUDY,
Superintendent Public Instruction

Acting on the suggestions contained in this circular, many of the schools of the state spent a portion of the day in the enacting of programs specially prepared for the occasion.

SCHOOL FLAGS.

For some years the movement toward equipping each school with a national flag has been going forward, and now, when there is scarcely a city or even a village in the state whose school is not supplied with a flag, and when hundreds of country schools have their flags, it is with a feeling of some pride, pardonable perhaps, to recall the meeting of the Nebraska State Teachers' Association held in the city of Hastings in March, 1889. Before this body the writer of this report, in a paper on the subject of "Training for Citizenship" used the following language: I have seen lately a suggestion that a part of the furnishment of every school house should be a national flag. This emblem might be thrown to the breeze whenever school is in session, indicative of the fact that future citizens are being trained beneath. To my prosy mind the thought is both poetical and practical. What lessons of love of country could be taught by an interpretation of the history of its stars and stripes."

Now after the lapse of but little more than three years, the poetical and the practical are blended and the hope of that day that every school house should fly the flag has been almost realized so far as Nebraska is concerned.

It has been thought unwise for the school flag to be displayed constantly; so the following suggestions were made by this department at the opening of the schools in September, 1892:

It is recommended by the state department of education that the stars and stripes be displayed over the school house of the state upon the following named days and upon such other public

or special days as may determined by the authorities of the school:

1. Opening day of each term.
2. Date of adoption of the National Constitution, September 17th.
3. Date of Emancipation Proclamation, September 22d.
4. Surrender of Cornwallis, October 19th.
5. Columbian Day, October 21st.
6. Thanksgiving, November —.
7. Landing of the Pilgrims, December 21st.
8. Christmas Day, December 25th.
9. New Years' Day, January 1st.
10. Date of acknowledgement of independence of the United States by France, February 6th.
11. Lincoln's birthday, February 12th.
12. Washington's birthday, February 22d.
13. Nebraska Day, March 1st.
14. Surrender at Appomattox, April 9th.
15. Battle of Lexington, April 19th.
16. Arbor Day, April 22d.
17. Decoration Day, May 30th.

THE STUDY OF STIMULANTS AND NARCOTICS.

Since the enactment of the law requiring teachers to be prepared for giving instruction in the physiological effects of stimulants and narcotics on the human system, much has been done in the schools of the state to awaken a deeper interest in what is commonly known as "temperance physiology."

The intention of the framers of the statute doubtless was to provide for a more general diffusion of intelligence on this subject, with the notion that this would lessen the extent of habits of intemperance. Whether this expectation has been realized is out-

side the province of this report. The question has been raised as to the extent to which the law has been observed in the schools of the state. With a view of getting specific and reliable information on this subject, the following circular letter was sent out to the county superintendents with the results as shown in table No. — of this report:

LINCOLN, NEB., December 1st, 1892.

COUNTY SUPERINTENDENT:

Please answer, as fully as possible, the following questions regarding instruction in the subject of Stimulants and Narcotics in the public schools under your supervision. A prompt response is desired.

1. Is physiological temperance taught regularly and systematically in your schools?
2. During what portion of the year?
3. For how many weeks?
4. How many lessons a week?
5. How many minutes to a lesson?
6. Is this instruction oral or through text-books?
7. What text-books, if any, are used?
8. How many of your schools are supplied with illustrative charts?
9. Are the same tests of proficiency required in this study as in geography and other studies?
10. Is instruction in this subject given to all grades of pupils in the schools, or is it given to those only who study the general subject of physiology?

Respectfully,

A. K. GOUDY,

Superintendent of Public Instruction.

OFFICIAL CIRCULARS.

As a means of keeping in closer contact with the various educational workers of the state, a number of circular letters have been issued from this department. These will be found in connection with the subjects therein treated in this report.

LOCAL NEWSPAPERS.

The public press is a potent force in every movement looking to the upbuilding of the state. The local newspapers are ready to co-operate with teachers and school officers in furthering the school interests of their respective localities by the publication of reports, school news, and contributions on educational themes. Many of the county and city superintendents and principals of graded schools have taken advantage of this and have used the local press freely. Others may do so with profit to the schools.

THE ADMINISTRATION OF THE STATE OFFICE.

The proper administration of the affairs of this department involves the clerical or routine office work, such as correspondence and the distribution to county superintendents and other school officials the blanks for their reports and the printed matter generally that is furnished by the state, the more purely official duties, such as the preparation of courses of study with general educational advice and suggestions regarding the best methods to be pursued in carrying on the work of education in the state, and that part of the official duties prescribed by the statute which has to do with construction and interpretation of the school law, this last part becoming, with the multiplication of school districts and the consequent inquiries for legal opinions, a task of no inconsiderable magnitude.

Besides these duties which are performed within the walls of the office of the superintendent, there is another prescribed by law which involves the very essence of the purpose which justifies the state in providing for the supervision of the schools of the state; that is the duty of school inspection by the only adequate means, actual presence in the schools and personal contact with those who in other parts of the work are acting as co-adjutors with this department in the cause of education in the state. While it has been possible with the assistance furnished to do, within the past two years, a good deal of the inspection referred to, the constantly increasing amount of the purely official work will make it impossible for the next term to do as much of the field work as is necessary for the highest efficiency of the office.

Within the term of office just closing sixty-six out of the ninety counties in the state have been visited; one hundred institutes have been attended; about two hundred educational addresses have been delivered in as many places; twenty-five thousand miles have been traveled in the state in the performance of these duties; fifty-eight candidates for professional certificates have been examined; about one hundred visits of observation have been made to city and village schools; and over eleven tons of printed matter have been prepared and distributed under the direction of this office, including school laws, course of study for country schools, institute manuals, teachers' registers, and blank reports for county and district officers.

If, as it is hoped, this department is authorized to prepare and to enforce courses of study in the primary and in the high schools, the duties of the office will be largely increased; but its efficiency will also be largely increased, and the benefits which will accrue to the state will more than justify the accompanying cost of maintenance.

TEXT-BOOK LAW.

The law enacted by the last legislature requiring the board of trustees of each school district to purchase and to loan to the pupils in its schools all the books necessary in pursuing the course of study laid down, has met with the hearty approval of almost the entire people of the state; this is demonstrated by the almost unanimous adoption and purchase of text-books by the school boards of the state. While the time that has elapsed since the law went into operation has not been great enough to prove by carefully collected statistics that the measure is one of economy as measured by the dollars and cents expended, there is a widespread conviction that the law is in every way in the interest of economy. It is believed that it costs much less to supply the pupils with books; that they are more fully supplied; that they are more promptly supplied; that the teachers are better able to arrange their pupils in classes; that it is easier to change pupils from class to class as their interests demand, since such change does not involve added expense to the pupil, and since such change involves no delay in the pupil's work; and there is no doubt that there is a vast economy of time, since the first hour of each term is sufficient to supply every pupil with all the books, paper, slates, pencils, and other materials and implements for his use; and the school may be organized and set in motion almost at once.

The latest information received at this office is that between ninety and one hundred per cent of the districts in the state are operating under this law, supplying their pupils with everything necessary for their school duties. On the first morning of the term the child, properly clad, goes to school; once there, everything else is supplied.

COUNTY SUPERINTENDENCY.

The condition and the progress of the schools in any county are determined largely by the character and educational spirit of the county superintendent. Where this office is filled by a scholarly, polished, enthusiastic man or woman of high character the teachers and the schools soon begin to partake of the spirit of the superintendent, and the ideal of the school soon becomes a high one. It is not enough that the superintendent be scholarly; enthusiasm alone will not answer; high moral character is not sufficient; more than mere polish is necessary.

While there are many superintendents in Nebraska of the sort described, I would here undertake to impress upon the people of the various counties the necessity of making with the utmost care selections for the office of county superintendent of schools. This officer has to do not merely with the material welfare of the county; he has in his keeping the formation of the future citizen; he has to a considerable extent the determination of the character of the state.

It is the duty of the county superintendent to pass upon the fitness of those proposing to teach in his county; this involves the question of examinations; for these examinations questions are prepared from time to time by the state superintendent; the lists thus prepared are either used entire or are supplemented, or selections are made from them, or they are wholly rejected, and an entire new list, prepared by the county superintendent, is substituted at his discretion. The lists of questions prepared by the state office may be found in another place in this report, and will indicate the scope of the examination of teachers in the state.

The county superintendents are, as a whole, a body of able and efficient men and women, devoted to their work, earnestly and intelligently laboring for the advancement of the cause of education in their respective fields, and cordially co-operating with one

another and with this department; and I bespeak for them the support, both moral and financial, that their services justly demand.

Out of their yearly salaries, usually meager, many of them expend a considerable sum each year in attending educational conventions for the purpose of better fitting themselves for their work and of thereby benefiting the schools under their supervision. It is no more than right that these expenditures, made in the interests of the county, should be repaid by the county as are expenditures of other county officers, made in the interests of the county. It is time that the county office of superintendent of schools should be recognized as the most important and fraught with the highest responsibilities.

SUMMER SCHOOLS FOR TEACHERS.

Many of the teachers of the state have undertaken a course of study, intended to give them better preparation for their duties, to be carried on during a considerable part of the summer vacation, and have asked their county superintendents to excuse them from attendance at the county institute on this account. Now the county institute continues but for a period of from two to four weeks, while the teacher's attendance at a summer term of school may be from four to six weeks, or even longer. With the purpose of meeting the demands of teachers for a long term of study in the summer vacation, a number of summer schools have been put in operation in various parts of the state either in connection with institutions of learning or independent of them. During the past summer a short term especially designed for high school principals and teachers was carried on in connection with the State University; more protracted terms were held in connection with the Fremont private normal school, Cotner university, Gates college, and perhaps at other points in the state.

Where the work undertaken in these summer schools is thoroughly done, I am of the opinion that the teacher may derive at least equal benefit with that derived from the annual county institute, as there is more time that may be devoted to study, and so more may be attempted and surely as much accomplished.

While the statute authorizes the county superintendent to compel the attendance of the teachers of his county at the county institute, I would recommend that teachers who give evidence of having attended a summer school for an equal or greater length of time be excused from attendance at the county institute, provided the school attended meets the approval of the county superintendent.

READING CIRCLE.

The teachers' reading circle has come to be a considerable factor in the teacher's preparation for his work. During the past two years the following named books have been read by a large number of our teachers: Leonard and Gertrude, Sheldon's General History, Page's Theory and Practice of Teaching, and Hale's Lights of Two Centuries. The two last named are now in course of reading, the year to be devoted to them closing with the close of the school year, next summer.

Besides these, the North-Western Journal of Education, in which a considerable space is devoted to the Reading Circle, is recommended by the Reading Circle Board and is being read by many of the teachers who are members of the "Circle." I believe this work will be pushed more vigorously in the years to come.

**REPORT OF COMMITTEE ON COMMON SCHOOLS
MADE TO EDUCATIONAL COUNCIL OF NE-
BRASKA STATE TEACHERS' ASSO-
CIATION DECEMBER, 1892.**

To the President and Members of the Educational Council of Nebraska;

Your committee on country schools selected for the subject matter of its report at this meeting the present system of district taxation; incidentally touching upon some other matters of interest in connection with the school system of this state.

Early in the fall the committee sent to each county superintendent in this state a circular letter, enclosing a blank for report on the points concerning which the committee desired information.

Following is the form of the report:

REPORT.

I. The five rural districts having the highest total assessment for the past year are as follows:

Dist No.	Valuat'n	School Tax Per Cent	Teach'rs' Wages.	Average Attendance	Months School.	Remarks.
.....						
.....						
.....						
.....						

II. The five rural districts having the lowest total assessment for the past year are as follows:

Dist No.	Valuat'n	School Tax Per Cent	Teach'rs' Wages.	Average Attendance	Months School.	Remarks.
.....						
.....						
.....						
.....						

III. Total number of school officers in your county?.....

IV. What per cent of these take a vital and intelligent interest in their respective schools?.....

V. What per cent visit the schools?.....

VI. Are there many (any) school officers who cannot read?..

Who cannot write?.....

Who can neither read nor write?.....

VII. What per cent of school officers in your county do you consider really competent for their work?.....

VIII. Do you regard the present system of district taxation as equal and just?.....

IX. If no, what changes would you propose?.....

X. Would you favor meeting *all* school expenses by a *county* tax, the amount thus received to be distributed *by districts*—estimating the cost of a good eight months' district school at so much, and seeing that each district received that amount as a minimum; enlarging that by additional district taxation if it is so desired?.....

XI. Do you favor an annual district levy for school libraries? If not, why not? If yes, how much?.....

Superintendent.....County.

P. O.....

NOTE—Remarks may be made on reverse of this circular.

Taking up what may be called the scattering information first, your committee find as follows:

Fifty-two counties reporting show 13,220 school officers, being an average of 254 to the county.

Of these the returns show that in the opinion of the superintendents about thirty-seven per cent "take a vital and intelligent interest in their respective schools"; and that about thirty-four per cent "visit the schools." It is only just to say that many superintendents explain this last per cent by saying that the directors generally visit the school at least once a term, which makes thirty-three per cent at the start; and that he is perhaps the only one who performs this duty.

As to school officers who cannot read, twenty-two are reported in all, by actual count, some superintendents reporting with such words as "a few," "some," "many who cannot read English." Twenty-seven are reported as not able to write, some superintendents reporting more indefinitely again "a few," "some," "one per cent." Nineteen are reported as unable to either read or write, and again some superintendents report "several," "a few," "some," "some can neither read nor write English."

The reports concerning the competency of school officers vary greatly, from two per cent to sixty per cent. The average from the reports received is about thirty-one per cent.

Of the superintendents answering the remaining questions, seven favor the present system of taxation; thirty-nine are opposed to the present system, some of them very emphatically; forty-three favor a county tax on some such plan as we indicate in the tenth question; nine are opposed to such a tax, but are in favor of a change of some kind.

Forty-two favor a levy for school libraries; the amount varying from one-fifth of a mill to one mill.

The most important facts gleaned from these reports, however, are those concerning taxation. The following tables tell their own story and need but little comment from your committee:

COUNTY.	Lowest District Valuation	Average at- tendance.	Assessable for each Scholar.	Highest District Valuation	Average at- tendance.	Assessable for each Scholar.
Adams.....	\$ 7,155	8	\$ 894	\$ 68,816	16	\$ 4,301
Brown.....	2,780	4	695	24,438	15	1,629
Buffalo.....	3,812	6	635	92,254	11	8,386
Butler.....	6,810	11	619	43,249	23	1,880
Cheyenne.....	1,534	11	139	127,394	13	97,918
Clay.....	12,452	21	593	70,509	18	3,917
Dawson.....	3,774	11	343	65,678	20	3,283
Dodge.....	14,000	20	700	66,000	9	7,333
Frontier.....	4,000	9	444	56,619	43	1,316
Furnas.....	3,794	7	542	27,767	15	1,851
Gage.....	6,810	23	243	51,266	9	5,696
Hamilton.....	4,740	12	395	47,398	21	2,257
Hitchcock.....	3,000	6	500	42,000	10	4,200
Jefferson.....	9,250	22	420	67,918	60	1,132
Johnson.....	12,142	15	709	35,404	20	1,770
Keith.....	3,830	7	547	142,835	75	1,904
Kimball.....	601	10	60	16,060	6	2,691
Lancaster.....	10,640	10	1,064	103,507	32	3,546
Lincoln.....	5,418	7	774	95,810	8	11,976
Logan.....	1,138	6	189	75,184	36	2,116
Madison.....	4,696	10	469	60,646	12	5,054
Nance.....	6,073	7	867	37,806	18	2,100
Nuckolls.....	14,670	4	3,667	42,210	36	1,172
Pawnee.....	7,319	5	1,463	28,302	18	1,572
Perkins.....	5,624	7	803	46,445	29	1,601
Phelps.....	4,237	10	423	23,381	25	935
Polk.....	9,140	13	703	30,231	16	1,889
Red Willow.....	3,368	5	673	31,843	14	2,274
Richardson.....	3,455	13	265	50,067	14	3,576
Saline *.....	9,285	19	488	17,825	15	1,188
Saunders.....	4,678	8	584	48,512	21	2,310
Seward.....	9,500	5	1,900	35,000	20	1,750
Sheridan.....	2,138	8	267	24,672	4	6,168
Sioux.....	2,653	6	442	46,558	10	4,655
Thayer.....	7,355	13	565	40,266	18	2,238
Wayne.....	9,465	5	1,893	56,864	15	3,790
Wheeler.....	2,306	7	329	22,450	11	2,040
York.....	9,489	12	790	40,752	25	1,630

* Single teacher, rural schools.

COUNTY.	Average Valuation Five Lowest Districts.	Average Attendance.	Assessable for Each Scholar.	Average Valuation Five Highest Districts.	Average Attendance.	Assessable for Each Scholar.
Adams	9,961	10	996	52,241	14	3,730
Brown	3,607	6	601	19,093	11	1,735
Buffalo	4,289	7	612	57,087	20	2,854
Butler	9,816	15	654	31,281	14	2,734
Cass	22,251	22	1,011	41,737	17	2,455
Chase	1,519	.....	.....	29,906	.....	.....
Cheyenne	3,687	13	283	54,228	9	6,025
Clay	14,297	15	953	55,916	15	3,727
Custer	2,305	5	461	11,101	15	740
Dawson	4,161	13	320	47,965	14	3,426
Deuel	3,201	9	355	61,279	12	5,106
Dodge	15,695	17	923	54,002	14	3,857
Franklin	556	.....	.....	3,600	.....	.....
Frontier	5,336	8	667	25,511	24	1,063
Furnas	4,398	9	488	25,538	15	1,702
Gage	11,139	17	655	34,923	8	4,365
Gosper	6,180	.....	.....	28,606	.....	.....
Greeley	7,726	.....	.....	29,869	.....	.....
Hamilton	7,720	15	514	35,098	19	1,847
Hitchcock	6,140	6	1,023	17,300	13	1,330
Jefferson	9,901	17	582	51,730	40	1,293
Johnson	13,632	16	852	33,453	24	1,390
Keith	6,375	8	1,062	77,818	21	3,705
Kimball	1,149	9	127	12,462	6	2,077
Lancaster*	12,061	12	1,005	71,930	20	3,596
Lincoln	10,404	8	1,300	42,841	9	4,760
Logan	4,991	7	713	29,956	16	1,892
Madison	6,299	11	572	41,212	20	2,060
Merrick	8,620	.....	.....	65,002	.....	.....
Nance	6,977	10	697	30,796	15	2,053
Nuckolls	16,912	17	994	31,747	20	1,587
Pawnee	13,239	14	945	24,521	15	1,634
Perkins	7,745	9	860	35,023	25	1,400
Phelps	5,101	9	566	19,715	20	9,857
Polk	28,584	16	1,786	44,097	18	2,449
Red Willow	4,293	11	390	24,670	15	1,644
Richardson	4,582	13	352	45,390	23	1,973
Rock	1,763	8	220	20,223	14	1,444
Saline*	11,524	14	823	15,606	17	918
Saunders	6,702	12	558	40,678	19	2,140
Seward	10,100	5	2,020	86,200	27	3,192
Sheridan	2,447	7	349	16,849	19	886
Sioux	3,431	10	343	25,514	15	1,700
Thayer	9,314	14	665	35,894	19	1,889
Wayne	11,835	7	1,690	38,549	13	2,965
Wheeler	3,162	6	527	18,047	7	2,573
York	10,311	14	736	35,588	21	1,698

* Single teacher, rural schools.

COUNTY.	Average Valuation Five Lowest.	25 Mills Gives.	COUNTY.	Average Valuation Five Highest.	25 Mills Gives.
Adams	\$ 9,961	\$ 249	Adams.....	\$ 52,241	\$ 1,506
Brown	3,607	90	Brown.....	19,093	477
Buffalo.....	4,289	107	Buffalo.....	57,087	1,427
Butler.....	9,816	245	Butler.....	31,281	782
Cass.....	22,251	556	Cass.....	41,737	1,043
Chase.....	1,519	37	Chase.....	29,906	747
Cheyenne.....	3,689	92	Cheyenne.....	54,228	1,355
Clay.....	14,297	357	Clay.....	55,916	1,397
Custer.....	2,305	57	Custer.....	11,101	277
Dawson.....	4,161	104	Dawson.....	47,965	1,199
Deuel.....	3,201	80	Deuel.....	61,279	1,531
Dodge.....	15,695	392	Dodge.....	54,002	1,350
Frontier.....	5,336	133	Franklin.....	3,600	90
Furnas.....	4,398	109	Frontier.....	25,511	637
Gage.....	11,139	278	Furnas.....	25,538	638
Gosper.....	6,180	154	Gage.....	34,923	873
Greeley.....	7,726	193	Gosper.....	28,606	715
Hamilton.....	7,720	193	Greeley.....	29,869	746
Hitchcock.....	6,140	153	Hamilton.....	35,098	877
Jefferson.....	9,901	247	Hitchcock.....	17,300	432
Johnson.....	13,632	340	Jefferson.....	51,730	1,293
Keith.....	6,376	159	Johnson.....	33,453	836
Kimball.....	1,149	28	Keith.....	77,818	1,945
Lancaster.....	12,061	301	Kimball.....	12,462	311
Lincoln.....	10,404	260	Lancaster*.....	71,930	1,798
Logan.....	4,991	124	Lincoln.....	42,841	1,071
Madison.....	6,299	157	Logan.....	29,956	748
Merrick.....	8,620	215	Madison.....	41,212	1,030
Nance.....	6,977	174	Merrick.....	65,002	1,625
Nuckolls.....	16,912	422	Nance.....	30,796	769
Pawnee.....	13,239	330	Nuckolls.....	31,747	793
Perkins.....	7,745	193	Pawnee.....	24,521	613
Phelps.....	5,101	127	Perkins.....	35,023	875
Pierce.....	10,360	259	Phelps.....	19,715	492
Polk.....	28,584	714	Pierce.....	88,140	2,203
Red Willow.....	4,293	107	Polk.....	44,097	1,102
Richardson.....	4,582	114	Red Willow.....	24,670	616
Rock.....	1,763	44	Richardson.....	45,390	1,134
Saline.....	11,524	288	Rock.....	20,223	505
Saunders.....	6,702	167	Saline*.....	15,606	390
Seward.....	10,100	252	Saunders.....	40,678	1,016
Sheridan.....	2,447	61	Seward.....	86,200	2,155
Sioux.....	3,431	85	Sheridan.....	16,849	421
Stanton.....	12,040	301	Sioux.....	25,514	637
Thayer.....	9,314	232	Stanton.....	30,620	765
Wayne.....	11,835	295	Thayer.....	35,894	897
Wheeler.....	3,162	79	Wayne.....	38,549	963
York.....	10,311	257	Wheeler.....	18,047	451
			York.....	35,588	889

*Single teacher, rural districts.

5

In 48 counties, the average amount which 25 mills gives in five districts with lowest valuations—\$183.56.

In 49 counties, the average amount which 25 mills gives in five districts with highest valuations—\$964.34.

COUNTY.	No. of Teachers.	\$450 for Each Teacher.	Assessment Roll for 1892 (Valuation.)	Average No. of Mills Levied for School Purposes.
Adams	124	\$ 55,800	\$3,353,089 67	13
Brown	52	23,400	647,117 72	20
Buffalo	164	73,800	3,408,842 09	19
Butler	120	54,000	2,523,321 92	14
Cheyenne	65	29,250	1,712,372 42	18
Clay	117	51,950	2,969,264 08	14
Dawson	117	51,950	1,886,089 56	21
Dodge	128	57,600	3,219,461 12	16
Frontier	90	40,500	1,184,995 00	20
Furnas	100	45,000	1,604,777 59	19
Gage	228	102,600	5,591,113 72	15
Hamilton	116	52,200	1,982,371 14	16
Hitchcock	55	24,750	1,069,683 07	17
Jefferson	112	50,460	2,632,870 79	14
Johnson	93	41,850	2,086,230 00	.....
Keith	47	21,150	1,004,426 22	18
Kimball	15	6,750	772,522 42	16
Lancaster	300	135,000	10,837,018 28	13
Lincoln	125	56,250	2,197,229 23	29
Logan	19	8 550	320,445 00	20
Madison	104	46,800	2,288,961 26	13
Nance	57	25,650	1,056,417 00	17
Nuckolls	104	46,800	2,651,455 40	14
Pawnee	94	43,300	2,375,186 24	11
Perkins	90	31,500	1,129,042 00	16
Phelps	81	36,450	1,299,682 11	18
Polk	80	36,000	1,499,036 13	16
Red Willow	80	36,000	1,220,442 88	19
Richardson	138	62,100	3 204,500 87	12
Saline	158	71,100	2,767,002 49	16
Saunders	155	69,750	3,491,157 95	14
Seward	116	52,200	2,809,711 88	11
Sheridan	110	49,500	1,118,363 92	20
Sioux	29	13,050	574,325 08	18
Thayer	120	54,000	2,443,440 65	15
Wayne	75	33,750	2,180,192 00	14
Wheeler	33	14,850	251,406 00	12
York	132	59,400	2,697,518 40	14

Your committee believes that the substance of its report can not be given in any better form than that used by the president of the council in sending out a synopsis of the report in advance to members, in order that they might be prepared for discussion.

The synopsis is as follows:

The committee's report will show:

1. Very unequal taxation:
 - a. Relative to ability of districts to pay.
 - b. Relative to the demands and necessities of the districts.
2. Taxation that makes good schools an impossibility in many districts.
3. Taxation which becomes more unequal rather than less so, as property values increase.
4. A very general demand for a different system of taxation.
5. A very general acceptance of a county tax as the most feasible escape from present conditions.

Incidentally, the report will also show:

1. An army of school officers:
 - a. More than are necessary.
 - b. More than are desirable.
 - c. More than demanded by efficiency.
2. Incompetency and negligence of a large number of these officers.

INSTITUTE INSTRUCTORS—1891.

Allyn, A. E.	Glover, Leola	Newman, W. J.
Andrews, W. E.	Graham, L. M.	Nickerson, J. K.
Ashley, B. W.	Gregory, Minnie	Nicoson, J. F.
Austin, Miss E. M.	Grimes, T. C.	Noble, G. W.
Austin, W. I.	Grinstead, Mrs. Irene	O'Connor, D. C.
Barber, Chas. E.	Grinstead, P. W.	O'Donaghue, J. H.
Barr, R. J.	Hampton, W. S.	Oldt, F. T.
Beattie, J. A.	Handy, L. L.	Orr, J. C.
Beck, T. C.	Hardin, M.	Ostein, H. C.
Beitel, J. H.	Hargrove, W. F.	Parsons, C. E.
Bentley, P. P.	Harper, Mrs. G. M.	Patterson, Fannie
Birss, M. Evelyn,	Harper, C. L.	Pearse, C. G.
Bowen, Mrs. E. H.	Hains, E. D.	Perdue, F. S.
Bowlus, J. W.	Hart, Mrs. May	Pile, J. M.
Bradbury, T. H.	Hart, W. R.	Pinkerton, C. M.
Bright, Orville T.	Hatch, A. A.	Probasco, H. C.
Brittain, W. W.	Hayman, S. S.	Rakestraw, C. D.
Brown, J. S.	Healey, E.	Reed, A. A.
Brownell, C. O.	Hiatt, Amos	Reese, D. E.
Bryner, F. G.	Hiatt, H. H.	Ripley, Mary A.
Burke, J. J.	Hoff, R. L.	Robinson, D. G.
Calkins, Mrs. J. E.	Holmes, J.	Rollins, E.
Campbell, Miss M. E.	Hornberger, Mrs. E.	Rowland, Walter
Caster George M.	Hornberger, J. A.	Roy, G. W.
Caviness, A. L.	Hornby, Hope	Rudolph, Jennie H.
Chaplin, H. L.	Hosic, J. F.	Russell, T. W.
Charles, Sada	Hotchkiss, Miss N. E.	Sanders, D. E.
Chatburn, Geo. R.	Hunt, E. W.	Shoup, J. S.
Clemmons, W. H.	Hussey, J. M.	Skinner, W. H.
Cole, E. E.	Hussong, E. M.	Smith, C. E.
Collins, A. H.	Jackson, W. R.	Smith, J. A.

Collins, J. A.	Jenkins, F. E.	Smith, Wm.
Condon, G. W.	Jenkins, Mrs. S. D.	Spear, Kate
Cone, Trenmore	Jones, Amelia	Stephens, Alex
Conklin, J. A.	Jones, Chas. W.	Stoetzel, T. J'
Conner, J. F.	Julian, W. A.	Storm, A. V.
Corbett, H. R.	Kettering, Mrs. Ella	Sutton, J. A.
Courtright, M. A.	Klemm, L. R.	Swanson, Miss Mary
Crabtree, J. W.	Larrabee, H.	Taylor, Jno. O.
Cromer, E. P.	Laverty, Jay	Thomas, Belle
Crozier, G. W.	Leach, N. E.	Thomas, E. A.
Culver, B. H.	Leach, Mrs. N. E.	Thompson, E. E.
Curran Jno. F.	Longan, G. B.	Thompson, J. H.
Daum, N. F.	Lutton, W. J.	Thornton, J. R.
Deans, Mrs. Norah	Manville, Mrs. E. K.	Townsend, L. J.
Doling, Ira	McCall, J. D.	Townsend, W. H.
Edwards, Mrs. E. W.	McChesney, Miss C. D.	True, M. B. C.
Emery, J. B.	McClelland, F. C.	Tucker, Mrs. E. F.
Faylor, Miss Lucindy	McCracken, S. B.	Valentine, Wm.
Fenner, L. B.	McCrary, G. W.	Van Eaton, J. S.
Fodrea, N.	McKelvey, R.	Wagner, F. A.
Fordyce, Chas.	McKinnon, J. T.	Waggoner, D. R.
Fowler, W. K.	Meehan, M.	Ward, A. E.
Fox, Frank	Metcalf, Mrs. Mina	Ward, Dayton
Fry, Marion	Miller, J. H.	Waterhouse, A. H.
Funk, Mrs. A. M.	Monlux, J. B.	Watson, J. A.
Galvin, T. R.	Moody, H. J.	Webster, Jennie
Gardner, W. H.	Morey, J. T.	Wells, Geo. F.
Garrett, C. F.	Morrison, W.	Williams, Florence
Garrett, E. O.	Morrow, Fred E.	Wilson, Miss Donna
Garrett, M. J.	Mote, J. G.	Wilson, A. K.
Garrett, Sara	Murch, C. A.	Wilson, I. E.
George, J.	Neville, Miss Kate E.	Wolford, G. B.
	Woolley, Hatty C.	

INSTITUTE INSTRUCTORS—1892.

Adams, Miss May	Gassette, Miss Lottie	Nichols, Mrs. E. W.
Albert, C. H.	Gillespie, Mrs. Emma	Nickerson, J. H.
Allyn, A. E.	Good, E. E.	Nicoson, F.
Anderson, S. S.	Graham, N. M.	Noble, G. W.
Arnold, Callie	Gregory, —	Nugent, J. A.
Arnot, L. B.	Grubbs, E. C.	O'Connor, D. C.
Arnot, S. P.	Guttery, W. D.	Oelting, F. H.
Atkinson, C. R.	Guttery, Mrs. W. D.	Orr, J. C.
Austin, Miss E. M.	Hammil, S.	Pate, Corda
Austin, W. I.	Hamilton, T. A.	Pearse, C. G.
Ayers, Geo. W.	Hancock, A. C.	Perdue, F. S.
Badgley, Miss Alice	Hanigan, J.	Peterson, H.
Baldwin, Robert	Hargrove, W. F.	Pile, J. M.
Beattie, J. A.	Harroun, F. S.	Pinnell, Ollie M.
Beck, T. C.	Hart, A. C.	Price, W. G.
Belleville, S. R.	Hart, W. R.	Prime, Miss H. S.
Benjamin, W. E.	Hart, Mrs. W. R.	Probasco, H. C.
Berkley, J. O.	Hatch, A. A.	Rains, Mrs. Anna M.
Birss, M. Evelyn	Hayward, B. D.	Randall, Adelle
Bishop, Miss Laura	Hedgcock, Geo. G.	Reese, D. E.
Bixby, J. H.	Hewett, E. C.	Roach, J. J.
Blanchard, R. O.	Hiatt, Amos	Rothleitner, M. M.
Bowen, Mrs. E.	Hiatt, Mrs. Amos	Rowe, W. E.
Bradbury, T. H.	Hibbard, D. O.	Russell, Lizzie
Brainerd, O. H.	Hoenshel, E. J.	Sampson, G. W.
Brittain, W. W.	Hopkins, D. G.	Saylor, J. F.
Burke, J. J.	Hopkins, G. M.	Scott, J. M.
Burkett, E. J.	Horden, Mrs. M. R.	Scott, Thomas
Byrn, Miss Anna	Hornberger, J. A.	Sears, E. A.
Caldwell, Hattie E.	House, J. T.	Selby, Mina
Calkins, Mrs. Jennie	Howard, W. T.	Shearer, Mrs. G.

Call, R. E.	Hubbell, O. C.	Shearer, P. B.
Campbell, J. K.	Hughes, A. B.	Shepherd, Grace
Carman, M. H.	Hunt, E. W.	Skinner, W. H.
Cary, C. P.	Hursh, J. N.	Smith, O. E.
Case, Mrs. E. J.	Hussey, J. M.	Snodgrass, M. R.
Caviness, A. L.	Irish, F. V.	Sparks, Joseph
Chatburn, Geo. R.	Jacobs, I. W.	Spear, C. E.
Chellis, M.	James, Mrs. E. B.	Spear, Kate G.
Christie, E. J.	Jenkins, F. E.	Stableton, J. K.
Clapp, H.	Jones, N. H.	Stanchfield, H. J.
Clark, J. N.	Kates, J. F.	Stephens, Alex.
Clark, S. K.	Kemble, M. A.	Stephens, Mrs. A.
Coleman, G. B.	Kenagy, I. B.	Stewart, E. D.
Colgrove, C. P.	Kent, C. A.	Storks, Nellie
Collins, A. H.	Kittle, Robert	Storm, A. V.
Collins, J. A.	Lamson, J. T.	Taylor, A. B.
Coney, Chas. S.	Leach, N. E.	Taylor, F. C.
Conklin, J. A.	Leamy, M. H.	Taylor, W. E.
Conn, U. S.	Leavy, L. H.	Taylor John O.
Cooley, S. E.	Leger, Leah	Tew, Ida A.
Copeland, Anna B.	Lillibridge, D. R.	Thomas, A. O.
Corbett, H. R.	Lonquist, Christine	Thompson, E. E.
Cramer, Miss Lena	Madison, Mrs. Lucy	Thorn, Carrie V.
Cromer, E. P.	Maika, Cordelia L.	Thornton, J. R.
Crozier, G. W.	Manville, C. A.	Townsend, L. J.
Curran, Jno. F.	Manville, Mrs. E. K.	True, M. B. C.
Cushman, F. C.	Markley, M.	Tucker, Mrs. E. F.
Daniels, H. A.	Marshall, Ina J.	Tucker, M. A.
Danielson, —	Mathers, T.	Vail, F. H.
Darland, S. A.	McBrien, J. L.	Valentine, Wm.
Dillon, George J.	McCrary, G. R.	Van Eaton, J. S.
Doling, Ira	McDermid, H. B.	Van Horn, Mrs. E. C.
Dunham, J. R.	McKelvey, R.	Ward, A. E.

Edwards, Mrs. E. W.	McKibben, Mary	Warner, Mrs. E. A.
Ellis, Mrs. Ada	McKinnon, J. T.	Warren, H. K.
Ellis, M. I.	Metcalf, Mrs. Mina	Waterhouse, A. H.
Ellwanger, C. G.	Miller, Dan	Waterman, R. D.
Emery, J. B.	Miller, J. H.	Wilkinson, J. N.
Evans, A. J.	Moody, H. J.	Williams, Lou
Fillmore, H. F.	Morey, J. T.	Williamson, C. C.
Fordyce, Charles	Morris, J. T.	Wise, W. J.
Franklin, E. S.	Moulton, B. G.	Wisely, Mrs. Jennie
Funk, A. M.	Munger, Belle	Wright, Miss L. E.
Galvin, T. R.	Myers, Mrs. M.	Zermann, E.
Gardner, W. H.	Neighly, I. D.	

DIRECTORY OF COUNTY SUPERINTENDENTS JAN- UARY, 1892-1894.

COUNTY.	NAME.	POSTOFFICE.
Adams,	F. M. Bettys,	Hastings.
Antelope,	Mrs. G. C. Palmer,	Oakdale.
Arthur,	Unorganized,	.....
Banner,	Miss Ella L. Freeman,	Harrisburg.
Blaine,	T. C. Beck,	Purdum.
Boone,	C. E. Spear,	Albion.
Box Butte,	H. F. Fillmore,	Hemingford.
Boyd,	Mrs. Emma E. Warner,	Butte City.
Brown,	N. F. Smith,	Ainsworth.
Buffalo,	N. P. McDonald,	Kearney.
Burt,	E. A. Sears,	Decatur.
Butler,	E. I. J. Barker,	David City.
Cass,	G. W. Noble,	Plattsmouth.
Cedar,	T. C. Grimes,	Hartington.
Chase,	David Ogilvie,	Imperial.
Cherry,	Cyrus W. King,	Valentine.

Cheyenne,	Miss Mattie McGee,	Sidney.
Clay,	N. M. Graham,	Clay Center.
Colfax,	W. T. Howard,	Schuyler.
Cuming,	William Collins,	West Point.
Custer,	H. H. Hiatt,	Broken Bow.
Dakota,	W. T. Bartlett,	Jackson.
Dawes,	Miss Cordelia Maika,	Chadron.
Dawson,	Mrs. Kate Bonar,	Lexington.
Deuel,	Mrs. S. C. German,	Chappel.
Dixon,	Miss Mary Schroer,	Ponca.
Dodge,	D. V. Stephens,	Fremont.
Douglas,	George W. Hill,	Waterloo.
Dundy,	W. G. Price,	Max.
Fillmore,	J. J. Burke,	Geneva.
Franklin,	T. A. Hamilton,	Bloomington.
Frontier,	N. H. Jones,	Stockville.
Furnas,	L. C. Hanning,	Arapahoe.
Gage,	A. A. Reed,	Beatrice.
Garfield,	Andrew Phillips,	Erina.
Gosper,	S. B. Yeoman,	Elwood.
Grant,	M. E. Harmston,	Hyannis.
Greeley,	B. P. Crunican,	Greeley Center.
Hall,	E. E. Thompson,	Grand Island.
Hamilton,	M. F. Stanley,	Aurora.
Harlan,	J. T. Lamson,	Alma.
Hayes,	H. C. Pennell,	Eddy.
Hitchcock,	Miss Julia Carmody,	Trenton.
Holt,	H. W. Dudley,	O'Neill.
Hooker,	W. H. Hoskins,	Mullen.
Howard,	J. T. Parker,	St. Paul.
Jefferson,	Chas. R. Atkinson,	Fairbury.
Johnson,	J. L. McBrien,	Tecumseh.
Kearney,	J. S. Canaday,	Minden.

Keith,
 Keya Paha,
 Kimball,
 Knox,
 Lancaster,
 Lincoln,
 Logan,
 Loup,
 Madison,
 McPherson,
 Merrick,
 Nance,
 Nemaha,
 Nuckolls,
 Otoe,
 Pawnee,
 Perkins,
 Phelps,
 Pierce,
 Platte,
 Polk,
 Red Willow,
 Richardson,
 Rock,
 Saline,
 Sarpy,
 Saunders,
 Scotts Bluff
 Seward,
 Sheridan,
 Sherman,
 Sioux,
 Stanton,

Miss Laura Record,	Ogalalla.
Geo. Condon,	Springview.
Mrs. Eva F. Braden,	Kimball.
W. M. McClintock,	Niobrara.
J. S. Baer,	Lincoln.
Miss Mary E. Hosford,	North Platte.
Miss Laura Peterson,	Gandy.
Mrs. Anna M. Rains,	Almeria.
R. G. Mossman,	Madison.
L. E. Dolph,	McPherson.
Geo. W. Ayers,	Central City.
W. A. T. Campbell,	Fullerton.
W. M. Crichton,	Auburn.
V. A. Thomas,	Nelson.
W. M. Clary,	Nebraska City.
F. A. Barton,	Pawnee City.
Miss Jennie Carothers,	Grant.
Wm. A. Garrett,	Holdrege.
Hason Turner,	Pierce.
M. M. Rothleitner,	Columbus.
W. F. Kepner,	Osceola.
J. H. Bayston,	Indianola.
C. C. Pool,	Salem.
J. A. Nugent,	Bassett.
W. C. Farrand,	Wilber.
M. E. Stormer,	Papillion.
R. H. Watson,	Wahoo.
Mrs. Aggie Moomaw,	Gering.
U. O. Anderson,	Seward.
H. J. Stanchfield,	Rushville.
Mrs. L. E. Walworth,	Loup City.
A. Southworth,	Harrison.
Chas. S. Coney,	Stanton.

Thayer,	Daniel T. Scoville,	Hebron,
Thomas,	Mrs. Ellen R. Scott,	Thedford.
Thurston,	C. E. Hadley,	Pender.
Valley,	John H. Jennings,	Ord.
Washington,	John W. Henderson,	Blair.
Wayne,	Miss C. M. White,	Wayne.
Webster,	D. M. Hunter,	Red Cloud.
Wheeler,	W. B. Lynds,	Bartlett.
York,	E. S. Franklin,	York.

NEBRASKA EXAMINATION QUESTIONS.

USED IN EXAMINATION FOR PROFESSIONAL CERTIFICATES, HELD

JUNE 23, 1891.

RHETORIC.

1. Define grammar, rhetoric, style, diction, poetry.
2. The Sentence: (a) define loose, periodic, balanced sentences; (b) give three rhetorical characteristics of a properly constructed sentence, (c) three rules for maintaining the strength of a sentence.
3. Criticise the following and state what rules of diction they violate: "There is no sort of joy more grateful to the mind of man than that which ariseth from the invention of truth." "He Sundayed in Omaha and wired his wife to come." "I wish I could write like you do."
- 4, 5. State the rhetorical figures in the following; in what does each consist and give another example of each:
"Some flowrets of Eden ye still inherit,
But the trail of the serpent is over them all."
"By the sweat of thy brow shalt thou eat bread."
"How far that little candle throws his beams,
So shines a good deed in a naughty world."
6. Give four conditions of sublimity.
7. Define elegiac, epic, pastoral, lyric poetry, and give an example of each.
8. What is "idiomatic English?"
9. Illustrate the correct use of vocation, avocation; depot, station; healthy, healthful; credible, creditable; incite, excite.
10. Name the three most important sources of our English words.

CHEMISTRY.

1. Define the atomic theory.
2. Define (1) element, (2) binary compound, (3) acid, (4) salt, (5) base.
3. Name the following and tell whether acid, salt, or base: NaSO_4 , HNO_3 , NaHO , CaCl_2 , $\text{Mg}(\text{HO})_2$.
4. Into a solution of silver nitrate I pour some hydrochloric acid. Write the reaction.
5. Describe oxygen gas.
6. Give the reaction in making hydrogen.
7. Give the test for carbon dioxide.
8. Describe the chemical process of bleaching (1) by Cl , (2) by sulphur fumes.
9. Tell what takes place in the alcoholic and acetic fermentations.
10. In what cases of poisoning should no emetic be given?

ENGLISH HISTORY.

1. What is literature? Mention classes of writings that are not literature.
2. Why is Chaucer called the "morning star of song" and the "well of English undefiled"?
3. Milton, (a) life, (b) writings, (c) style, (d) description of his epic.
4. Name three writers of the eighteenth century and two works of each.
5. Compare Addison and Pope as to character, style, literary genius, influence upon literature.
6. Give author of Othello, Gulliver's Travels, Cotter's Saturday Night, Marmion, Childe Harold, Aurora Leigh, Vanity Fair, Last Days of Pompeii, In Memoriam, Middlemarch.

7. Name an English poet, historian, essayist, novelist of this century. The works of each. Underline those that you have read.

8. Name three American historians, two novelists, three poets three essayists, two orators.

9. What works of George Eliot have you read? Would you recommend her works to a school girl? Why?

10. Give a list of not less than ten books which you would recommend to a school boy.

TRIGONOMETRY.

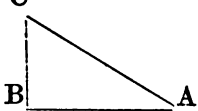
1. Draw a figure illustrating the several trigonometrical lines.
2. Find an equation for $\tan$. in terms of R . $\sin$. & $\cos$.
3. Prove $\sin 60^\circ = \frac{1}{2} R$.
4. The $\tan$. of 45° is unity. Compute the sine and secant of 45° .

5. How do you multiply by logarithms? How do you divide by logarithms?

6. How do we extract the root of a number by logarithms?

7. To what are the sine and cos. of 90° equal?

8. To what are the $\tan$. and sec. of 90° equal?

9.  Given $AC=45$, and angle $C=37^\circ 22'$ to find other parts.

(Just state proportions for finding sides.)

10. In an oblique angled triangle given $BC=980$, angle $A=7^\circ 6' 26''$ and angle $B=106^\circ 2' 23''$, to find other parts.

(Just state the proportions for finding the sides.)

ZOOLOGY.

1. Make a drawing of the amoeba and describe it.

2. Give a description of the sponge.

3. Describe the digestive system of the sea anemone.
4. Give a description of the nervous system of the starfish.
5. Describe the circulatory system of the clam or mussel.
6. Illustrate, as nearly as you can by drawing, the respiratory system of the insect.
7. Describe the development of the tadpole into the frog.
8. Give the characteristics of the order Raptores.
9. Give the characteristics of the "cat family."
10. Name the several forms of animal reproduction and give illustrations.

GENERAL HISTORY.

1. What centuries are assigned to the following divisions? Ancient history? Dark Ages? Middle Ages? Modern history?

2. Describe briefly the religion of the Greeks and state its effect upon art and poetry.

3. What is the greatest legacy left the world by the Roman empire?

4. The Saracens: (a) origin; (b) religion; (c) conquests; (d) decline; (e) influence upon civilization.

5. Give two good and two evil effects of the feudal system.

6. What do you understand by "The Hegira?" "Chivalry? Acropolis? Gracchi? War of the Roses? Massacre of St. Bartholomew? Spanish Armada? Edict of Nantes? Diet of Worms? Sepoy Rebellion?"

7. Name five causes of the Reformation. Which of these do you consider the most powerful?

8. Name an English and a French king and queen that have suffered execution.

9. What were the results of the Franco-Prussian war? Did England have any part in this war?

10. Name the Englishman, the Frenchman, the German, and the Italian of this century whom you consider to have been the most influential in European affairs. Give reasons.

GEOLOGY.

1. Name the great geologic ages with the most important subdivisions and give the prevailing type of life in each.
2. (a) Describe the formation of coal; (b) of limestone.
3. Give some geological proofs of the lapse of inconceivable periods of time. Describe and account for the canon of the Colorado and the Niagara gorge.
4. Explain the following terms; (a) drift, (b) fault, (c) fossil, (d) stratum, (e) lithology.
5. Describe and tell in what formation geologists find each of the following: (a) the trilobite, (b) the plesiosaurus, (c) the mastodon, (d) glaciation.
6. (a) What can you say of the nature and composition of quartz? (b) of granite? (c) of the diamond? (d) of marble?
7. Do you accept or reject the theory of man's descent from other animals? State your reasons fully. (An intelligent, well supported opinion either way will be fully accepted.) In what geologic period does man first appear?
8. What is the original position of stratified rocks? present position? how changed? What are metamorphic rocks and how formed? What are the principal means of identifying rocks of certain strata and determining the relative age of different strata?
9. What depth of the earth's crust is fairly well known to geologists? (b) Give two arguments in support of the theory of internal heat.
10. Give any facts you can regarding the geology of Nebraska. (Describe the geology of New York, if unfamiliar with that of Nebraska.)

INTELLECTUAL PHILOSOPHY.

1. Name the three great divisions or manifestations of mental power and define each.

2. What is conscience? (Treat fully.)
3. What ideas are given us by intuition?
4. What is memory? Give some laws of its action and tell how it may be strengthened.
5. What is attention? How can we control it in ourselves and train it in others?
6. Name the five senses. Give a sixth often classed with the five. To which branch of the mind do they belong?
7. Define the inductive and the deductive methods of reasoning. Which did Bacon develop?
8. What can you say of the scholasticism of Aristotle and his followers?
9. Distinguish between the theories known respectively as nominalism and realism.
10. Mention the faculties in a child's mind in the natural order of their development. (b) How do these facts apply practically in school management? Give reasons for your answer upon your own observation and study of pupils' minds.

PHYSICAL GEOGRAPHY.

1. (a) Draw a diagram to illustrate the direction of the earth's axis in relation to the sun in summer and in winter. (b) What would be the effect if the earth's axis were perpendicular to the plane of its orbit? (c) Effect if parallel to plane of orbit?
2. (a) Define longitude. (b) What meridian has been generally adopted by the world as the prime meridian? (c) Is a degree of longitude longer in India or in England, and why?
3. (a) What does a low barometer indicate? (b) What causes wind? (c) Describe and explain land and sea breezes.
4. (a) Give the freezing and boiling points of water. (b) What are isothermal lines? (c) Explain the formation of dew.
5. (a) What is the origin of icebergs? (b) Give your

theory of mountain formation. (c) Where is Africa and for what is it noted?

6. Account for (a) the flow of water from artesian wells; (b) the formation of stalactites.

7. Explain the terms (a) delta, (b) erosion, (c) avalanche, (d) moraine, (e) maelstrom.

8. Explain fully the cause of tides. Draw a diagram showing the relative positions of sun, moon, and earth at spring and neap tides. How long from one spring tide to another? Explain the terms conjunction, opposition, and quadrature.

9. (a) Give the general direction and causes of warm ocean currents. (b) Where and how is climate affected by the Gulf Stream.

10. (a) What is an atoll? (b) a geyser? (c) a crater? (d) the flora of a region? (e) the Sargasso Sea?

NEBRASKA STATE EXAMINATION—DEC. 28-29, 1891.

ENGLISH LITERATURE.

(One and One-half Hours.)

1. Describe briefly the historical events affecting our language.

2. When may modern English be said to have begun? Name three literary productions before that time.

3. Name three dramatic authors and two works of each.

4. Shakespeare—(a) dates of birth and death; (b) sketch of life; (c) burial place; (d) classification of literary works; (e) source of his plots; (f) three characteristics of his genius.

5. Name five female characters of Shakespeare. One work which you have read and give outline.

6. In what century did Bacon live? What was the nature of his literary work? Method of reasoning?

7. Name three poems and three novels of Scott's. Criticise his style, descriptions, sentiments, delineations of character.

8, 9. What is meant by classic authors? Name ten American authors justly so styled, and state the kind of writing in which each excelled.

10. Give author of *Jane Eyre*, *Scarlet Letter*, *Confessions of an Opium Eater*, *Twice-told Tales*, *Heroes and Hero Worship*, *Bigelow Papers*, *Modern Painters*, *Autocrat of the Breakfast Table*, *Ben Hur*, *Lorna Doone*. Underline those which you have read.

RHETORIC.

(One Hour.)

1. Distinguish between a grammatically and a rhetorically correct sentence.

2. Define purity, propriety, precision, as applied to diction.

3. When may a discourse be said to excel in perspicuity?

4. How should an oration differ from an essay? What are its parts?

5. What should be the object of the conclusion of a discourse? How attained?

6. What is good literary taste? How cultivated?

7. Illustrate by quotation or original example metonymy, antithesis, personification, apostrophe, hyperbole.

8. What have allegory, simile, and metaphor in common? How do they differ from one another?

9. Value of rhetorical figures. Caution in regard to their use.

10. Illustrate or state the difference in the meaning of sympathy, compassion; invent, discover; hatred, aversion; instill, inculcate; absolve, exonerate.

GENERAL HISTORY.

(One and One-fourth Hours.)

1. Principal nations that flourished before the Greeks. Sources of our information concerning them. Degree of civilization. Religion. Influence upon succeeding nations.

2. Name and locate the two leading cities of the Greeks. Contrast them as to institutions, aims, influence.

3. What was the political condition of Greece at the birth of Christ?

4. Brief outline of its political history in modern times; its present government and influence.

5. What is meant by the "revival of learning" in the fifteenth century?

6. Name important activities and inventions of the fifteenth century influencing modern civilization.

7. What is the Eastern Question? To what wars and treaties has it given rise?

8. What is Russia's present attitude towards the other powers?

9. What is the family relation between the sovereigns of England and the German empire? What is the policy of the present emperor?

10. What, in your opinion, is the point to be attained in the teaching of history? In what year of the high school course would you place it?

ZOOLOGY.

(One and One-quarter Hours.)

1. Describe the stomach of a ruminant.

2. Write a short sketch on the different forms of animal locomotion.

3. Describe the most striking peculiarities of the camel.

4. Describe the nervous system of the earthworm and make a drawing of it.
5. Describe the respiratory system of the clam.*
6. Describe the circulatory system of insects.
7. (a) Name five injurious insects. (b) Name five useful insects.
8. Compare the chicken and the snake with reference to structural resemblance.
9. Give the characteristics of the ruminants.
10. Name ten parasitic animals.
11. How is the pearl formed?

TRIGONOMETRY.

(One and One-half Hours.)

1. Given radius equal unity, find cosine 30° .
2. Given $\tan$, 20° , equals 0.364, find secant of 20° .
3. Give the signs of the trigonometrical functions in each of the four quadrants.
4. Prove, in any right-angled triangle, radius is to either side as the tangent of the adjacent acute angle is to the opposite side.
5. In a right-angled triangle given base equals 777 and perpendicular equals 345. Find other angles.
6. In a triangle, AC equals 458, BC, 307, and angle A equals $28^\circ 45'$. Find the third side.
7. In a triangle, the sides are respectively 150, 140, and 130. Find angles.
8. Standing on one side of a river I want to know the distance of a house on the opposite side. How may I proceed to find it?
9. Two trees are separated by a morass—I want to know the distance between them. How may I find it?
10. I want to find the height of a church steeple. How must I proceed?

CHEMISTRY.

(One and One-half Hours.)

1. What is Avogadro's law?
2. Name the following:
(1) H_2SO_4 (2) CO_2 (3) SO_3 (4) KHO (5) NaNO_3 (6) NaNO
(7) HI (8) HF (9) FeS (10) FeS_2 .
3. In the above tell which are acids, which salts, which bases.
4. Describe the process of obtaining O.
5. (1) I heat sulphur with iron filings. Write the reaction.
(2) I pour some dilute hydrochloric acid upon zinc. Write the reaction.
6. (1) Upon sodium hydrate I pour dilute sulphuric acid. Write the reaction. Upon calcium carbonate I pour dilute sulphuric acid. Write the reaction.
7. In 200 grains of mercuric sulphide, how much mercury?
(At weight of mercury 200.)
(At weight of sulphur 32.)
8. Tell all you can of O in ten lines.
9. How does Cl disinfect?
10. How would you test for decomposing organic matter?

PHYSICAL GEOGRAPHY.

1. To an observer on the arctic circle where would the sun appear at midnight and where at noon on June 21? Where would the sun appear to an observer at the equator at the same time?
2. Describe and explain the trade winds.
3. Account for the direction of the Gulf stream across the Atlantic ocean.
4. What is the cause of earthquakes? Describe the undulatory motion of an earthquake.

5. What is meant by the "line of no variation," and where does it cross the United States?

6. Name and describe the different kinds of clouds. Explain the nature of clouds and fogs.

7. Describe the barometer; give the principles it illustrates and the uses it subserves. What is the meteorological significance of a low barometer?

8. Name the axis or chief mountain range of each continent; give its general direction and the approximate height above sea level of its principal peaks.

9. Treat of the nature and causes of geysers; icebergs.

10. Describe the formation of coral islands. Explain the action of artesian wells.

GEOLOGY.

1. Describe and classify marble; satin spar; flint; ruby; mica.

2. Describe the appearance of basalt; describe and locate some remarkable basaltic formations.

3. Describe the characteristic animal life in the Cretaceous period; in the Tertiary; in the Devonian.

4. Where is the oldest portion of the North American continent, and of what kind of rocks is it composed.

5. Treat of the evidences, extent, and effects of great glaciers in remote geological times.

6. What is slaty cleavage, and how is it accounted for?

7. What evidences are there of the lapse of long periods of time in the formation of the earth's crust? Give an idea of the length of some particular geological period.

8. From what did the Drift, Cretaceous, Carboniferous, and Azoic times, respectively, derive their names? Describe briefly each of these periods.

9. Give a definition of each of the following kinds of rocks: sedimentary, igneous, fossiliferous, aqueous, crystalline, amorphous, and metamorphic.

10. Explain the formation of great salt beds at great depths in various parts of the earth. Locate several of such formations.

INTELLECTUAL PHILOSOPHY.

1. Explain the terms hereditary and environments, and treat of their influence on character. Does any other factor besides these two enter into the formation of character, and, if so, what is it?

2. Define consciousness and attention.

3. What conditions are necessary to a perfect memory of any mental impression? Show how the principle applies in teaching.

4. Distinguish between memory and imagination, and show also, in what respect, if any, they are alike. Distinguish between a ready and a retentive memory.

5. Give a simple illustration showing how knowing, feeling, and willing commonly follow one another in the order given.

6. Define and give an illustration of a syllogism. Is this kind of reasoning inductive or is it deductive?

7. How do instinct and reason differ from each other in their nature?

8. What is the philosophy of the formation of habit. Speak of their importance in education.

9. How may perception and imagination, respectively, be trained in young children?

10. What is the difference between a percept and a concept? Describe the inductive process by which a concept is formed.

EXAMINATION QUESTIONS—No. 3—1892.

ARITHMETIC.

1. Define number. Write a complete classification of numbers.
2. Originate and solve a problem illustrating the reduction of a compound number to a decimal of a higher denomination.
3. Multiply the L. C. M. of 28, 42, and 84 by the G. C. D. of the same numbers.
4. A merchant owning $\frac{2}{3}$ of a vessel sold $\frac{3}{4}$ of his interest for \$5,333 $\frac{1}{3}$. At that rate what was the value of the entire vessel?
5. If 9 men build a wall 54 rods long, 7 feet high, 5 feet wide, working 12 days of 10 hours each, how many rods of a wall 8 feet high and 4 feet wide will 10 men build, working 14 days of 8 hours each?
6. A teacher invests \$1,022 in United States 4 $\frac{1}{2}$ per cent bonds at 108. Find the annual income from the investment.
7. A owes \$500 due now, \$600 due in 3 months, and \$800 due in 2 $\frac{1}{2}$ months. Find the equated time of payment.
8. A note of \$150, dated July 1, 1892, time 6 months, bearing 6 per cent interest, was discounted at bank at 10 per cent, October 10, 1892. Find discount and proceeds.
9. The longitude of San Francisco is 122° 30' west, and the longitude of Bangkok is 100° 40' east. When it is noon October 15 at San Francisco, what is the local time at Bangkok?
10. How many square feet in a board 14 feet long, 16 inches wide at one end, and 11 inches wide at the other?

GRAMMAR.

1. What parts of speech may be modified? By what may each be modified?
2. In what respect does parsing differ from analysis?

3. Write a sentence having the subject and object each modified by a clause.
4. How are verbs classified in respect to form and in respect to use? Illustrate.
5. Distinguish between the use of *each* and *every*; *many* and *much*; *among* and *between*; *in* and *into*; between *effect* and *affect*.
6. Write the plurals of the following: *this*, *that*, *criterion*, *gross*, *mercy*, *calculus*, *thesis*, *ephemeris*.
7. Explain the correct uses of *can* and *may*; also of *shall* and *will*.
8. Correct: (1) He died with cholera. (2) No one except him and me are invited. (3) A larger number than I have seen before were present.
9. Distinguish between *noun* and *substantive*.
10. Write a sentence with an infinitive used: (1) *As* as a noun. (2) *As* an adjective. (3) *As* an adverb. (4) *As* an appositive.

GEOGRAPHY.

1. Name two causes for the change of seasons.
2. (a) What is standard time? (b) From what meridian is standard central time reckoned?
3. Locate (a) Memphis; (b) Montreal; (c) Vera Cruz; (d) Valparaiso; (e) Marseilles.
4. Into what does each of the following rivers flow: Volga? Rhone? Orinoco? Ganges? Zambezi?
5. In what general directions do the mountain ranges in each of the following extend: North America? Europe? Asia?
6. Name three conditions that affect the climate of a place. Give illustrations.
7. What lands do the following straits separate, respectively: Bering? Florida? Gibraltar? Dover? Malacca?
8. Name the waters of the shortest water route between Constantinople and Calcutta.

9. Name and locate the five largest islands.
10. Name the railroads of Nebraska.

PHYSIOLOGY AND HYGIENE.

1. Mention two important purposes served by the ribs.
2. Describe the brain—mentioning (a) parts; (b) kinds of tissue or substance of which it is composed; (c) convolutions; (d) functions.
3. Name the digestive juices and tell upon what kind of food each acts.
4. What change must solid salt or sugar undergo before we can perceive the flavor? Why?
5. Discuss the skin as to structure and functions.
6. Trace a particle of blood throughout a complete circuit of the body.
7. (a) What change is effected in the air we breathe? (b) How does breathing affect the blood?
8. Define chyle, dentine, enamel, fibrin, gland.
9. Give the effects of alcoholic drinks upon (a) the brain; (b) the circulation; (c) digestion.
10. What is a stimulant? A narcotic? Make as large a list as you can of stimulants; of narcotics.

ORTHOGRAPHY.

1. Define orthography; syllable; alphabet.
2. What is an elementary sound? How many in the English language? Demonstrate the correctness of your answer to the last question.
3. What is meant by "cognates?" Illustrate.
4. Classify the elementary sounds with reference (1) to the vocal organs chiefly used in their production; (2) with reference to the position of the vocal organs.

5. Write and mark all the sounds of the vowels and give a word in illustration of each.
6. Mark diacritically the following: tiny, alternate, lacquer, preface, are, deaf, squalor, squalid.
7. Give three rules for the use of italics.
8. Give three rules for the use of capital letters.
9. Give terms used in describing words of one, two, three, four or more syllables.
10. Define and illustrate the kinds of accent.

PENMANSHIP.

1. Write the small letters and classify them with respect to height.
2. Write and name or number the principles (elements) of which the system of penmanship you employ is composed.
3. Analyze the letters *a*, *t*, *m*, *y*.
4. Write the capital letters and classify them properly.
5. Quote a stanza as a specimen of your penmanship.

GEOMETRY.

1. Define volume, surface, line, theorem, and problem.
2. Classify angles. Illustrate by examples.
3. Draw and name the several kinds of plane triangles.
4. Illustrate all the different forms of the quadrilateral.
5. Prove, "Two angles which have their sides respectively parallel and lying in the same direction or in opposite directions are equal."
6. Prove, "The diagonals of a parallelogram bisect each other; that is, divide each other into equal parts."
7. Prove, "In any triangle, a straight line drawn parallel to the base divides the other sides proportionally."
8. Prove, "An angle having its vertex at the circumference of a circle is measured by half the arc included between its sides."

9. Given two sides and the included angle of a triangle, to construct the triangle.

10. Show where a line from the vertex of a triangle must be drawn to divide the triangle into two equal parts.

BOOKKEEPING.

1. What is the difference between single entry and double entry bookkeeping?

2. Write a bill of at least five items and receipt it properly.

3. Write a draft for \$60 @ 30 days. Give the term applied to each of the parties mentioned therein.

4. (a) Write a negotiable note, (b) one that is not negotiable.

5. Give rules for journalizing.

6-10. Student began business this day (Sept. 1, 1892), with the following resources and liabilities:

Cash on hand.....\$ 300

Merchandise on hand..... 500

Real estate..... 2,000

We hold Geo. West's note @ 30 days..... 700

James White holds our note @ 10 days..... 500

Sept. 2. Bo't of Henry Small on account 1 car load of fruit,
\$300.

Sold J. C. Williams for cash, 100 baskets of grapes
@ 50c.

Sold W. B. Haven, on account, 10 boxes lemons @ \$5.

Sept. 3. Sold E. W. Graham, note @ 30 days, 150 boxes
peaches @ \$1.

Sept. 12. Sold J. E. Goodyear on account 100 boxes oranges
@ \$4.

Sept. 16. Sold A. B. Heyward, for cash, town lot, @ \$1,200.

Sept. 16. Paid Henry Small cash on account \$300.

Sept. 16. Paid James White on note \$250.

Oct. 1. Paid clerk hire \$100, received cash on Geo. West's note \$500.

Oct. 1. Inventory taken this day shows merchandise on hand \$300, real estate \$1,200.

Rule the necessary forms and enter the above memoranda in the principal books. Find the net capital at the close.

THEORY AND ART.

1. Define memory, perception, imagination, and comparison.
2. What is psychology, and why should the teacher have some knowledge of the subject?

3. Name three purposes of the recitation, giving them in the order of their relative importance in advanced classes, then in their relative importance in primary classes.

4. Name some of the advantages of a well arranged program.

5. Name five characteristics of the ideal teacher.

6. Which is to be preferred, a recitation in the language of the book or in the language of the pupil? Why?

7. Why should thinking be as closely as possible connected with doing?

8. What powers of the mind are more active in children in the primary grades?

9. Define education and give three of its purposes.

10. Distinguish between induction and deduction in education.

CIVIL GOVERNMENT.

1. Name the different forms of government known to history. Which form is that of the United States?

2. What are the purposes of the U. S. constitution?

3. Name the great departments of the Federal government and tell of what each is composed.

4. Name five of the "powers of congress."

5. Name (a) three of the "prohibitions upon the United States," (b) two of the "prohibitions upon the states."

6. Describe as fully as you can the different ways in which a bill may become a law.

7. In whom is the treaty-making power vested? The power of impeachment? The pardoning power?

8. Give the qualifications, term of office, and manner of election of (a) senator; (b) representative.

9. How may an alien become a citizen of the United States?

10. How may the constitution of the United States be amended?

READING.

1. Name some faults in articulation and state manner of correcting them.

2. Define elocution, orthoëpy, tonic, articulation, enunciation.

3. What is meant by *expression*, in reading? How many things are included in *expression*?

4. Underline the words that should be emphatic in the following: You were taught to love your brother, not to hate him. Study not so much to show knowledge as to possess it.

5. What is *slur* and what is its use? Underline the slurred parts of the following: Dismiss, as soon as may be, all angry thoughts. Children are wading, with cheerful cries, in the shoals of the brook.

6. What are rhetorical pauses?

7. What are grammatical pauses?

8. Define *reading*, oral and silent.

9. What have you studied on the theory of reading?

10. Read selection chosen by the superintendent.

UNITED STATES HISTORY.

1. When and how was slavery introduced into the United States, and when and how was it abolished?

2. Of whom was it said, "He touched the dead corpse of

public credit and it sprang upon its feet," and what does the saying mean?

3. What political party was in power when the homestead law was enacted? When the United States bank was abolished? When the present banking law was enacted? When the present tariff law was enacted?

4. State historical facts connected with Balboa, DeSoto, Oglethorpe, Whitney, Cyrus W. Field, Graham Bell.

5. Whence and why did the Puritans come to America?

6. When did the present territory of Nebraska become a part of the U. S. territory?

7. What was the Gadsden purchase?

8. What was the doctrine of "Popular Sovereignty?"

9. Why was there a United States Electoral Commission in 1877?

10. What was the Monroe doctrine?

COMPOSITION.

1. Distinguish between grammar and composition.

2. Write a composition of not fewer than twenty lines of legal cap comparing the merits of maize and the golden rod as our national flower.

ALGEBRA.

1. Define mathematics, axiom, coefficient, exponent, power, root, surd, equation.

2. Make and give the meaning of all the signs used in algebraic operations.

3. Resolve $x^2y - 2xy + y$ into three factors.

4. Given $x + \frac{3x+1}{5} = 2x - \frac{3x-3}{7}$, to find x .

5. Given $\left\{ \begin{array}{l} 4x + \frac{y}{2} = 43 \\ 5x + \frac{y}{3} = 52 \end{array} \right\}$, to find x and y .
6. Involve $(3x-2y)$ to the fifth power.
7. Required the cube root of $27x^3+135x^2+225x+125$.
8. Given $\sqrt{5-x} = \frac{3}{\sqrt{5+x}}$, to find x .
9. Given $3x - \frac{12-x}{x} = 10$ to find x .
10. Given $\left\{ \begin{array}{l} x^2 - y^2 = 64 \\ x + y = 16 \end{array} \right\}$, to find x and y .

DRAWING.

1. Describe a correct position for drawing, as to body, pencil, and paper.

2. Classify lines and tell in what direction the pencil should move in drawing a line of each kind.

3. What are the purposes of teaching drawing in the public schools?

4. Distinguish between free-hand drawing and mechanical drawing.

5. What is perspective drawing?

6. Draw (a) the Greek cross; (b) the Latin cross; (c) the Maltese cross.

7. Draw a two-inch square; draw the diameters; use the diameters as the diagonals in the construction of a second smaller square.

8. Draw a two-inch cube (a) in such a position that three of its sides shall be visible; (b) in such a position that two of its sides shall be visible; (c) so that but one side shall be visible.

9. Draw the form of any common leaf. Write the name of same.

10. Draw the form of any common flower. Write its name.

BOTANY.

1. Define structural, physiological, and systematic botany.
2. Name and describe the parts of a flower in their order.
3. Explain the circulation of the sap.
4. Define pedicel, filament, style, petiole, peduncle, sucker, stolon.
5. How may underground stems be distinguished from roots?
6. Select a well known plant and give a complete description of it.
7. Name and describe the parts of a leaf.
8. Define venation, vernation, inflorescence.
9. What is an umbel, a head, a catkin?
10. Tell what you can of fertilization in general and of the fertilization of red clover in particular.

PHYSICS.

1. A falling body reaches the earth in eight seconds; from what height did it fall?
2. In a system of pulleys a power of two pounds balances a weight of twenty-four pounds; how many movable pulleys are employed?
3. A piece of metal weighs 1,100 pounds, and in water it weighs 975 pounds; find its specific gravity.
4. Distinguish between hydraulics and hydrostatics.
5. Define solid, liquid, gas. Examples.
6. Give the accepted theory of sound.
7. Hold a candle on one side of a card through which is a pin hole; the candle will be seen inverted on a screen placed on the opposite side of the card. Explain.

8. What is a thermometer? On what principle is it constructed?

9. Define and illustrate convection, conduction, radiation. By which of these is the air in a room warmed?

10. Describe a simple electric battery. How does the telephone work?

FIRST GRADE QUESTIONS.

GEOMETRY.

1. Define theorem, corollary, scholium, hypothesis.

2. Write two postulates and two axioms.

3. Define chord, segment, sector, polygon.

4. Demonstrate that the sum of the three angles of any triangle is equal to two right angles.

5. Demonstrate that any angle formed by a tangent and a chord is measured by one-half the intercepted arc.

6. Inscribe a circle in a given triangle.

7. Find a mean proportional between two given straight lines.

8. Demonstrate that the area of a trapezoid is equal to the product of its altitude by half the sum of its parallel bases.

9. Construct a rectangle, having given its area and the sum of two adjacent sides.

10. Construct a square equivalent to a given parallelogram.

NATURAL PHILOSOPHY.

1. When will a body slide and when roll down an inclined plane?

2. What kind of a lever is a pair of scissors? a pair of tongs? the forearm of a man? the rudder of a ship? Where is the fulcrum in each case?

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3. Show how to determine the specific gravity of a solid lighter than water?
4. Why does touching a call bell with your finger silence it?
5. How would you illustrate the impenetrability of air?
6. Why do hollow walls and double windows keep a house warm?
7. How is ice manufactured in warm countries?
8. What difference is there between the causes of the color of a red book and of red glass?
9. How is a temporary magnet formed? a permanent magnet?
10. Explain briefly a method of lighting by electricity.

BOTANY.

1. Of what parts does an embryo consist?
2. Name and describe the parts of the flower and give the uses of each.
3. What is an axillary bud? What does it become when developed?
4. Designate the period of life, as annual, biennial, or perennial, of the following plants: hop, bean, corn, beet.
5. Explain these terms: monœcious, staminate, sterile.
6. Explain the utility (to the plant) of the following parts: the fleshy part of the turnip; the pappus of the dandelion; the starch of the kernel of corn; the scales on the outside of buds.
7. What is a tap-root? Give examples of a fusiform and of a napiform tap-root.
8. Name two important offices of leaves.
9. Of the name *trifolium repens*, which word is the name of the genus and which the name of the species? Define the terms species and genus as used in botany.
10. What useful cultivated plants have originated in America?

ALGEBRA.

1. Divide $2a^4 - 2x^4$ by $a - x$.
2. What is the least common multiple of $x^2 - y^2$, $x^2y - xy^2$, and $x^2y + xy^2$?
3. Given $\frac{6x+7}{9} + \frac{7x-13}{6x+3} = \frac{2x+4}{3}$ to find x .
4. If you add together $\frac{1}{8}$ and $\frac{1}{4}$ of a certain number, the sum will be 130. What is the number?
5. Given $\left\{ \begin{array}{l} \frac{x-y}{5} + \frac{x+y}{19} = 4 \\ x-y = 10 \end{array} \right\}$ to find x and y .
6. Given $\sqrt{3+x} = \frac{6}{\sqrt{3+x}}$ to find x .
7. Given $\sqrt{x^2-5} = \frac{2x}{3}$ to find x .
8. Given $x^4 + 2x^2 = 24$, to find the values of x .
9. Given $(y^2 + 2y)^2 + 4(y^2 + 2y) = 96$, to find one value of y .
10. Given $\left\{ \begin{array}{l} x+y = 5 \\ x^2+y^2 = 35 \end{array} \right\}$ to find x and y .

FIRST GRADE QUESTIONS—No. 2—1892.

ALGEBRA.

1. Define symbols, signs, terms, positive, negative, coefficient.
2. Give law of signs in multiplication and division.
3. Define equation, solution, problem, known and unknown quantity.
4. Define simultaneous equation, elimination; give and illustrate by original example the methods of elimination.

5. Reduce to a common denominator and explain $\frac{a}{mn}, \frac{b}{m^2}, \frac{c}{mn^2}$.

6. Find the sum of $\frac{a}{(a-b)(b-c)}$ and $\frac{a}{(a-b)(c-b)}$.

7. Given $\left\{ \begin{array}{l} \frac{3x-2y}{5} + 3y = 16 \\ 2x - \frac{3y}{5} = 11 \end{array} \right\}$ find x and y .

8. Derive the binominal theorem.

9. Divide $\frac{4}{5} \sqrt{\frac{a}{c}}$ by $\frac{2}{3} \sqrt{\frac{a}{c}}$.

10. Divide the number 13 into two parts, such that their products shall be 40.

GEOMETRY.

1. Define point, line, surface, solid.

2. Define triangle and illustrate the various kinds.

3. Make and name as many kinds of four-sided figures as possible.

4. What is a polygon? When are polygons equiangular? When equilateral? When similar?

5. Describe a circle. Draw a chord, a radius, a diameter, a tangent.

6. If two angles of a triangle are each 45° what is the other angle, and what kind of a triangle is it?

7. Prove that if any number of quantities are in proportion any antecedent will be to its consequent as the sum of the antecedents is to the sum of the consequents.

8. Similar triangles are to each other as the squares of their homologous sides. Demonstrate.

9. The area of a circle is equal to the circumference multiplied by one-half the radius. Demonstrate.
10. Construct a mean proportional to two given lines.

BOTANY.

1. What is meant by the structure of a plant?
2. Name the reproductive organs of the plant.
3. From the specimen leaf given by the examiner describe it as to parts, margin, apex, base, venation, and general form.
4. Define serrate, dentate, crenate, repand, sinuate.
5. Define and give examples of the terms herbaceous, shrubby, arboreous.
6. From actual specimen describe the flower as to pistils, stamens, corolla, calyx.
7. Distinguish between perfect and imperfect flowers; complete and incomplete flowers.
8. Name plant having racemes, having umbels, having spikes, having panicles.
9. Into what great classes are flowering plants divided?
10. Name five plants that are grasses.

PHYSICS.

1. What is meant by the three states of matter?
2. Define capillary attraction.
3. A body has fallen two seconds. Were gravity to cease at the end of the second second, how far would the body fall in the third second? Explain.
4. How is the resultant of two forces found? Draw a diagram representing the resultant of two forces of one hundred and twenty pounds and one hundred and forty pounds, acting upon a body at an angle of 30 degrees.
5. Two pendulums are respectively sixteen and thirty-six inches long. How do their times of vibration compare?

REPORT OF THE

5. A rifle ball shot vertically upward returns to the earth in 5 seconds. How far does it ascend?
6. How much water does a piece of floating wood displace? What is meant by the specific gravity of a substance?
7. What kind of thermometer would you use to measure high temperature? Why? To measure extremely low temperature? Why?
8. Define vibration. amplitude, wave length.
9. What are complementary colors? Name the colors of the primary rainbow, beginning with the color on the under side of the rainbow.

SECOND AND THIRD GRADE QUESTIONS—No. 1—1892.

DIRECTIONS TO CANDIDATES.

Candidates are required to pay an examination fee of one

the promises you make in answer to 13 and 14 and to withhold your certificate.)

- (2) your age; (3) postoffice address;
- (4) number of terms you have taught and
- (5) your works on teaching and education you
- (6) your paper you take; (8) have you seen
- (9) What teachers' institute have
- (10) How many third grade
- (11) Where and by whom have you
- (12) What grade of certi-
- (13) If you find you have any knowl-
- (14) you give immediate notice to
- (15) you promise neither to give nor to
- (16) (13) Enclose one dollar

Please observe the following directions: 1. Refrain from communicating with others than the superintendent during the examination. 2. Number the answers to correspond with the questions. 3. Remember that the quality of your work will be considered as well as the quantity. 4. Write plainly. 5. You need not copy the questions. 6. Your knowledge of grammar and composition will be judged largely by the accuracy shown in writing the work of this examination. 7. Use a different paper for each branch and write the subject at the head of each sheet. Do not crowd your work. 8. Write only on one side of your paper.

READING.

1. Distinguish between the word method and sentence method of teaching reading. Why is the alphabet method generally discarded?
2. State minutely what are the essentials of good "reading aloud."
3. For what purpose, if any, may "concert reading" be used in teaching reading?
4. Describe three plans for training children to distinctness of articulation.
5. Distinguish between the sounds of *a* in hate, sat, asp.
6. Explain the meaning of the prefixes in the following words: immortality, competence, rebuke, presage, discern.
7. Give a synonym for each of the following words: discover, sojourn, sullen, chastise, adversary. Explain the difference in meaning between each of these words and its synonym.
8. Explain in your own words the following expression: The Father of Waters seizes the hills in his hands and drags them down to the ocean.
9. What is "supplementary reading?" What determines the number and character of books a child ought to read in school?

6. A rifle ball shot vertically upward returns to the earth in 18 seconds. How far does it ascend?

7. How much water does a piece of floating wood displace? What is meant by the specific gravity of a substance?

8. What kind of thermometer would you use to measure high temperature? Why? To measure extremely low temperature? Why?

9. Define vibration, amplitude, wave length.

10. What are complementary colors? Name the colors of the primary rainbow, beginning with the color on the under side of the arch.

SECOND AND THIRD GRADE QUESTIONS—No. 1—1892.

DIRECTIONS TO CANDIDATES.

(Every applicant is required to pay an examination fee of one dollar.)

(Any violation of the promises you make in answer to 13 and 14 will be sufficient ground to withhold your certificate.)

Write (1) your name; (2) your age; (3) postoffice address; (4) where educated; (5) number of terms you have taught and length of terms; (6) what works on teaching and education you have read; (7) what teacher's paper you take; (8) have you seen this list of questions before? (9) What teachers' institute have you attended during the past year? (10) How many third grade certificates have you held? (11) Where and by whom have you been examined during the past year? (12) What grade of certificate do you now hold? (13) If you find you have any knowledge of this list of questions will you give immediate notice to the superintendent? (14) Will you promise neither to give nor to receive aid during this examination? (15) Enclose one dollar with this paper.

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8. Explain in your own words the following expression: The Father of Waters seizes the hills in his hands and drags them down to the ocean.

9. What is "supplementary reading?" What determines the number and character of books a child ought to read in school?

10. What other studies are incidentally taught in connection with the teaching of reading?

CIVIL GOVERNMENT AND SCHOOL LAW.

1. Give the presidential succession as it now stands.
2. In what respect does the president perform legislative functions and the senate executive functions?
3. Under what circumstances may the presidential electors fail to elect a president? In case of their failure, by whom is the president elected?
4. Name four important personal rights guaranteed by the constitution.
5. What is meant by the "right of eminent domain?" In case of the United States government holding lands within a state for any purpose, whose laws govern, those of the United States or those of the state?
6. Why do our dishonest men seek refuge in Canada? By what arrangement could Canada be rendered unsafe for them? What would such an arrangement be called?
7. What moneys does the county superintendent of schools have for apportionment?
8. Name the various sources of revenue provided by law for the support of the public schools of the state.
9. What are the different grades of certificates authorized by law and the qualifications for each?
10. What day is fixed by law for Arbor day?

GRAMMAR AND COMPOSITION.

1. Compare the adverbs well, ill, fast, forth.
2. Write three sentences each containing a noun in the nominative case and each governed by a different rule of syntax.

3. In the following sentences, why is the verb of the first in the singular number? Of the second in the plural number?

(1) The army is composed mainly of raw recruits.

(2) The whole family are in tears.

4. Write sentences illustrating the uses of subordinate clauses.

5. Analyze the following sentence:

"A *man* can with impunity chastise *his* own acts in a manner *that* would look cruel in an enemy, and will naturally avoid *that* praise a friend might lavish, *knowing* that he would be only ridiculed for vaunting his own merits."

6. Parse the italicised words in the foregoing sentence.

7. Correct the errors in the following sentences and give a reason for each change:

(1) If an animal of any kind was kept shut up in a box it would surely die.

(2) It don't seem possible that it is ten years since I saw you.

(3) I think it to be she that helped me.

(4) The doctor, in his lecture, said that fever always produced thirst.

8. Give an outline for work in composition in the grammar grades.

9. Give the rules for the capitals that are used in the following:

(1) In the "Life of Napoleon" by Scott, we learn that the Great Emperor was sometimes called "Little Corporal" by his soldiers.

(2) The God of the Bible is called Heavenly Father, Creator, Almighty, I Am; and the Savior is called Immanuel, Prince of Peace, Redeemer, and the Son of God.

10. Give the rules for the punctuation marks used in the foregoing sentence.

REPORT OF THE
GEOGRAPHY.

1. Why are the tropics in latitude $23\frac{1}{2}^{\circ}$? Why are the polar circles $23\frac{1}{2}^{\circ}$ from the pole.
2. Name the states that touch Lake Erie and give the capital of each.
3. What are the three principal agricultural products of the United States?
4. Give two reasons why places in the same latitude may differ in climate. Illustrate your answer by mentioning two places whose climates are affected as you have described.
5. From what countries do we receive each of the following: Cork, diamonds, tin, pepper, currants, cochineal, opium, hides, mahogany?
6. Draw a map of Europe and locate upon it eight countries and their capitals, two mountain ranges, and four rivers.
7. Describe points of interest in five seaport towns of Europe.
8. Mention the causes which produce oceanic currents, and give two effects of such currents.
9. What countries have possessions in Africa?
10. Name the races of men and the largest political division and the largest city inhabited by each.

ORTHOGRAPHY.

1. Use the following abbreviations in sentences: Cr., do., ult., etc.
2. What is a mute or close consonant? Write the list of mutes.
3. Write two rules for silent letters and illustrate each rule by giving two words in which it is applied.
4. What sound has a vowel which ends an accented syllable?
5. Give the correct spelling of these words: Turkies, monies, loving, making, vallies, volleys, kontroll.

6. Give abbreviations for the following: The next month, the present month, noon, senior, gentlemen, justice of the peace, take notice, doctor of divinity, page, attorney.

7. Add *ing* and *ed* alternately to the following words: Refer, prefer, omit, expel, beset, regret, impel, permit, befit, debar.

8. Correct: Don't peek him. Site him to appear. It was her soul support. Seize the present moment. A bail of goods was received.

9. By diacritical marks and by accent indicate the correct pronunciation of the following words: Debris, legislature, goat, suffice, sergeant, Thames, monsieur, apparatus, ignoramus, nether.

10. Give two synonyms for each of the following words: Oscillate, elucidate, accelerate, delineate, acquiesce, irritate.

DRAWING.

1. How many dimensions does the top of a view of a solid show?

2. What is the usual place to begin in drawing an ellipse?

3. What should a working drawing show?

4. Make a working drawing of a ten-inch cube. Indicate dimensions.

5. Represent a book with long edge extending from left to right, back of book and one cover visible, in front and below the eye.

6. What effect has distance upon the apparent size of an object?

7. Draw the outline of an ordinary bowl below the eye.

8. A sphere rests on the center of the top face of a cube having the same diameter as the sphere. Draw top view and front view of the combinations.

9. What is the use of a central figure in a rosette?

10. Draw the top view and side view of a tumbler a little larger at top than at the bottom.

HISTORY OF THE UNITED STATES.

1. Upon whose explorations did the following countries base claim to territory in the new world: Spain? England? France? Holland? What territory was claimed by each?

2. Sketch briefly the events which resulted in a loss of French control over territory now within the limits of the United States.

3. State the points of difference between the treatment of her American colonies by England and the treatment of her territories by the United States, with regard to the following:

(a) Trade and manufactures.

(b) Public education.

(c) Home rule.

4. What treaty ended the Revolutionary war, and what were its terms?

5. Give the boundaries of the United States at the close of the Revolutionary war. What accessions of territory have since been made, under what circumstances, and at what time?

6. What act regulating the matter of commerce with Europe was passed during Jefferson's administration? Why was it passed?

7. Show the bearing of each of the following events upon slavery:

(1) Passage of ordinance of 1787.

(2) Mexican war.

(3) Dred Scott decision.

8. Give an account of the laying of the first Atlantic cable.

9. Under what circumstances was West Virginia admitted to the Union.

10. Name three great land battles and three great naval battles and three great naval engagements of the Civil war.

WRITING.

1. What are three faults in writing and the means of correction?
2. What are the advantages or disadvantages of using copy-books?
3. Write the alphabet, grouping the letters according to similarity of form: (a) The capital letters; (b) the small letters.
4. Give the comparative heights of *a, n, l, s, t, f*.
5. Write all the elementary forms or principles used in writing.
6. What is the unit of measurement? What is the height of the extended or looped letters?
7. Write all the letters that contain the capital stem.
8. How many spaces below base line do *p, g, q*, and *y* extend by the system you teach? Which system do you teach?
9. What classification of letters do you make in teaching writing?
10. What is the best time of the day for the writing recitation? Why?

BOOKKEEPING.

1. Write a joint and several note for \$737.50 in favor of Edwin Anderson or order, dated to-day and signed by Joseph Cantrell and Elias House.
2. Describe the most approved method of making payments in distant places without actually transmitting money.
3. What is meant by posting?
4. What is meant by book of original entry?
5. Can the balance in the cash-book be a liability?
6. What is an inventory? When taken?
7. A firm sells \$100 worth of flour for cash. In double entry how would you place this in the journal? In the ledger?

8. Write the following abbreviations in full B. B., C. B., B. P.
9. What is shown by the Dr. of bills payable?
10. What is recorded in the bill book?

THEORY AND PRACTICE.

1. What benefits do teachers derive from reading educational periodicals? Name those which you read regularly.
2. Of what benefit to a live, practical teacher are teachers' associations, county, district, state, and national?
3. May a teacher who is both learned and apt fail of success? Why?
4. Tell what objects you seek to attain through your recitations.
5. State three things a teacher should guard against in asking questions for test purposes.
6. What is meant by the term "School Economy?"
7. Name a study adapted to the cultivation of (a) the imagination; (b) the memory; (c) the reason.
8. Discuss the influence of the school environments as an educational force.
9. Give one judicious and one injudicious method of inflicting punishment.
10. What more should a teacher aim to do for a pupil than to instruct and develop the mind?

PHYSIOLOGY AND HYGIENE.

1. What are tendons? Give an illustration of the function of muscles.
2. What can you say about mucous membrane? What are tissues?
3. What are the functions of the spinal cord?
4. What is each of the following:

The peritoneum? The spleen? The periosteum? The pleura?
The thoracic duct?

5. Locate the kidneys and give their functions.
6. How is the heat of the body maintained?
7. How does cleanliness of the skin aid the lungs? Why should we breathe through the nose rather than through the mouth?
8. On what portions of the body do alcohol and tobacco chiefly act?
9. Give reasons why alcohol should not be used.
10. Describe the effects of tobacco upon the circulation and the nerves.

ARITHMETIC.

1. Divide 1,978 by the prime factors of 105. Find the true remainder and explain as you would to a class.

2. Find the sum of $\frac{5}{6}$, $\frac{4}{5}$, and $\frac{7}{8}$. With this example give your method of presenting the subject of addition of fractions.

3. How do you reduce a mixed circulating decimal to a common fraction? Illustrate by an example.

4. The less of two numbers is $54\frac{3}{8}$ and the difference is $1\frac{5}{9}$
 $\frac{1}{5}$ of $8\frac{2}{3}$ $\frac{9}{16}$

what is the greater number?

5. Reduce $\frac{2}{10}$ of a rod to the decimal of a mile.

6. The longitude of New York is 74° west, that of Paris $2^\circ 20'$ east; when it is 15 minutes past 10 A. M. in New York, what is the time in Paris?

7. If \$6,000 of 8 per cent stock is sold at 120 and the proceeds invested in $6\frac{1}{2}$ per cent stock at 90, what will be the difference in income?

8. At what rate per cent will any principal double itself in fifteen years?

9. It costs \$800 to fence a farm 80 rods square. How much more will it cost to fence a farm of equal area in the form of a rectangle, four times as long as it is wide, with the same kind of fence.

10. A ladder 78 feet long stands close against a building; how far must it be drawn out at the foot that the top may be lowered 6 feet?

SECOND AND THIRD GRADE QUESTIONS—No. 2—1882.

ARITHMETIC.

1. Give characters used to represent numbers and state the principles governing their combinations in both Arabic and Roman methods. Give examples to illustrate.

2. Give distinctions between denominate and ind denominate numbers; also tell the difference between a simple and a compound number. Give example to illustrate each of the foregoing cases.

3. Define common fraction, decimal fraction, proper fraction, improper fraction, simple fraction, complex, and compound fraction. Give example to illustrate each.

4. $\frac{2}{11} \times \frac{3}{7}$; solve and give analysis of each step of the process. $\frac{2}{11} \div \frac{3}{7}$; solve and give analysis of the process step by step.

5. Solve $\frac{2.6\frac{1}{2} \times \frac{146}{24} \times 23}{7 \text{ of } 3\frac{3}{4} \times 34\frac{7}{8} \times 24}$; show steps of process.

27.3

6. The volume of a cube is 134,217,728 cu. in.; how many sq. in. in its entire surface. Solve and explain.

7. A commission merchant sold 2,000 barrels of flour at \$6 per barrel and invested the proceeds in sugar, after deducting his commission at 5 % for selling, 2 % for buying, and \$47, the cost of shipping. How many barrels of sugar did he buy at \$15 per barrel?

8. Bought goods as follows: to the amount of \$2,000 on three months credit, \$1,800 on six months credit, and \$4,000 on eight months credit; what is the equated time for payment of the whole?

9. A county warrant bearing 7 % interest is bought at 2 % discount; it is paid at the end of six months from date of registration and purchase; what is the rate of interest on the investment? What would it have been had the warrant been bought at 2 % premium.

10. The assessed valuation of a school district is \$18,000; the number of school children in the district is thirty-six; the amount due the district from the state fund is \$8.36 per pupil for the year; what amount of school may be held if the teacher's pay is \$40 per month and the levy for teacher's fund is 15 mills?

PENMANSHIP.

1. Give correct position with relation to the body, the hand, and the paper.
2. Describe proper movements for each form of letter.
3. Analyze the letters a, b, c, d, g, m, v.
4. Give comparative heights of m, r, s, d, t, l, q.
5. Write a short paragraph illustrating slants, comparative heights, and proper spacing.

GRAMMAR.

1. Give a complete classification of the verb with reference to its form and use.
2. Name and illustrate all the elements that may enter into the structure of a sentence.
3. Make a logical arrangement of the different sorts of adjectives, also tell whether any parts of speech other than adjectives may be adjective elements, and if so, what they are.

4. Is there any difference between an active verb and a verb in the active voice?

5. Define a conjunction, give classes, illustrate each, and tell whether all connectives are conjunctions, and if not, what other parts of speech are used as connectives.

6. *When I examine the little oaks, one or two years old, in such places, I invariably find the empty acorn from which it sprung.*

Analyze the foregoing and parse italicised words.

7. Define and illustrate proposition, sentence, simple sentence, complex sentence, principal proposition, and subordinate proposition.

8. Define and illustrate a phrase, a paragraph, a discourse.

9. What is the natural order of arrangement of the elements in a declarative sentence? In an interrogative sentence?

10. Give classification and properties of the pronoun. Illustrate fully.

GEOGRAPHY.

1. Define continent, island, cape, peninsula, promontory, and isthmus.

2. What continents or other divisions of land are crossed by the fortieth parallel of north latitude?

What bodies of water are crossed by the same parallel?

3. Give the position of the earth with relation to the sun and to planets; also its distance from the sun and from the moon.

4. Give best proofs of the form and motions of the earth.

5. Define, locate, and give reasons for location of tropics; of polar circles.

6. Give definition of volcanoes; tell how formed; location of volcanic belts; volcanic products; causes of earthquakes.

7. What would be properly included in the teaching of the geography of North America to classes of the fifth grade?

8. Give chief political divisions of Europe with the form of government, title of chief ruler or officer, principal products, and which of the latter, if any, are in common use in the United States.

9. Name the principal railroads in Nebraska and tell the chief points connected by them.

10. Taking a tour from Lincoln to Chicago, London, Paris, Melbourne, San Francisco, Omaha, through what countries would you pass, and what parts would be traversed by land and what by water?

BOOKKEEPING.

1. Define transaction, account, cash, bookkeeping.

2. Name and define the different systems of bookkeeping.

3. Name the principle books used in double entry.

4. Define the day book, journal, ledger, give rule for journalizing.

5. What is posting, trial balance, balance sheet?

6. How is the ledger closed? What does the balance account show? Profit and loss account?

7. From the original memoranda of six transactions, "write up" day book, journal, and ledger.

PHYSIOLOGY.

1. Give brief discussion of (1) the anatomy, (2) the physiology, (3) the hygiene of the stomach.

2. Give object and frequency of respiration, the capacity of the lungs and condition of the air after its use in respiration.

3. Give brief description of the circulatory apparatus and trace the circulating medium throughout its entire course in either the lesser or the greater circulation.

4. Name uses of the bones, with their composition and forms.

5. How does tobacco affect the organs of its users—give answer both in regard to smoking and chewing?

6. What is the effect of alcoholic drinks upon the digestion? What upon the mental powers?

7. Give processes by which a particle of food becomes tissue.

8. Describe the brain, give its location, and the means by which it is connected with other parts of the body.

9. Is any part of the human body entirely disconnected from the brain? Name such parts if any.

10. Give number, kinds, and forms of the teeth, with their parts and composition.

UNITED STATES HISTORY.

1. Give causes, immediate and remote, that led to the Civil war.

2. What was the central cause of the American Revolution? What were some of the means used by the Americans to avert this war?

3. Give causes that led to the Louisiana purchase; tell from what nation it was bought; give price paid; name states that have been organized from the territory thus acquired.

4. Name five important events in the history of the United States with the name of the president in whose administration each occurred.

5. Give facts relative to Columbus:

(a) Nativity and early education.

(b) Causes of his interest in exploration.

(c) His belief as to the globe and its shape.

(d) His means of proving his belief.

(e) Persons of influence whom he tried to convince.

(f) His resources.

6. Give history of the war of 1812 under the following topics:

- (a) Movements on Canadian borders.
- (b) Naval victories in 1812.
- (c) Raids on Washington and Baltimore.
- (d) Operations at New Orleans.

7. Give history of the war with Mexico, (a) as to cause, (b) as to results.

8. What was the Missouri compromise?

9. Name decisive battle of the Revolutionary war; of the Civil war.

10. When was the territory of Nebraska organized? When admitted as a state? Of what territory was it originally a part? Name in order Nebraska's governors.

DRAWING.

1. Define (1) constructive drawing, (2) representative drawing, (3) descriptive drawing.

2. Give three uses of drawing as a part of a school course of study.

3. Draw a cylinder, (1) end view on level with the eye, (2) side view on level with the eye, (3) oblique view as seen from above.

4. Place rectangular solid at your right and below the level of the eye; then at your left, below the level of the eye; directly in front of you below the level of the eye.

Draw in each of these positions.

5. Define and draw each of the following: Square prism, triangular prism, cone, square pyramid.

ORTHOGRAPHY.

1. Give classification of letters (1) as to the vocal organs chiefly used in the production of the elements they represent, (2) as to vocal elements represented by them.

2. Make and describe the macron, the breve, the tilde, the diæresis, the circumflex, the cedilla.
3. Mark sounds of e in mete, veil, end, heir, her.
4. Define and illustrate prefix, suffix, diphthong, triphthong.
5. Give signification of suffixes er, ed, en, est, ish, kin, ness.
6. Distinguish between vowel and vocal; define consonant, sub-vocal, aspirate.
7. Distinguish between letter and oral element.
8. Define synonym, homonym, paronym.
9. Give analysis of conjugation, of circumflex, of station, of geography, of etymology, of commit.
10. Give three rules of spelling.

READING.

1. Define reading, silent reading, oral reading.
2. Give chief uses of each kind of reading named in the foregoing.
3. What is elocution.
4. Distinguish between enunciation and articulation.
5. Define accent, emphasis. Give the ways in which a word may be made emphatic.
6. Define and illustrate primary accent, secondary accent.
7. What is inflection? Rising inflection? Falling inflection? Circumflex?
8. What term is applied to the final syllable of a word? To the one immediately preceding the final syllable?
9. Where is the secondary accent placed with relation to the primary accent?
10. Define monotone, orotund, guttural.

COMPOSITION.

Write essay of not fewer than two hundred words embodying a description, a subject to be assigned by the examiner.

Candidates to be marked upon this essay.

CIVIL GOVERNMENT.

1. What is the chief purpose of an organized government?
2. Name and describe some of the forms of government and tell under which form of government we live.
3. Distinguish between a republic and a democracy, giving instances of each.
4. Name the departments of the United States government; also of the state government of Nebraska.
5. What classes of citizens of the United States are ineligible to the office of president.
6. What are the purposes of the president's cabinet, and what are the terms by which the cabinet officers are known? Name the men who now hold cabinet portfolios.
7. Name the various United States courts, giving number of judges constituting each of such courts.
8. Give five constitutional provisions relating to schools in Nebraska.
9. Give in full the order of the presidential succession.
10. Give two methods of electing president.

SECOND AND THIRD GRADE QUESTIONS—ISSUED
TO COUNTY SUPERINTENDENTS.

DIRECTIONS TO CANDIDATES.

(Every applicant is required to pay an examination fee of one dollar.)

(Any violation of the promises you make in answer to 13 and 14 will be sufficient grounds to withhold your certificate.)

Write (1) your name; (2) age; (3) postoffice address; (4) where educated; (5) number of terms you have taught and length of terms; (6) what works on teaching and education you

have read; (7) what teacher's paper you take; (8) have you seen this list of questions before; (9) what teachers' institutes have you attended during the past year; (10) how many third grade certificates have you held; (11) where and by whom have you been examined during the past year; (12) what grade of certificate do you now hold; (13) if you find you have any knowledge of this list of questions will you give immediate notice to the superintendent; (14) will you promise neither to give nor to receive aid during this examination; (15) enclose one dollar with this paper.

Please observe the following directions: 1. Refrain from communicating with others than the superintendent during the examination. 2. Number the answers to correspond with the questions. 3. Remember that the quality of your work will be considered as well as the quantity. 4. Write plainly. 5. You need not copy the questions. 6. Your knowledge of grammar and composition will be judged largely by the accuracy shown in writing the work of this examination. 7. Use a different paper for each branch and write the subject at the head of each sheet. Do not crowd your work. 8. Write only on one side of your paper.

GEOGRAPHY.

1. Draw a figure to illustrate the relative position of the zones and give the width and name of each.
2. Why does the sun shine into the north windows morning and evening in midsummer?
3. Describe the course taken by the water of Lake Superior in reaching the ocean.
4. Name and locate ten of the leading commercial cities of the United States.
5. Name and locate ten leading commercial cities of Europe.

6. Name and locate five large islands, five peninsulas, five large gulfs.

7. Give an outline of the leading industries of the United States.

8. What is the most direct water way from London to Calcutta?

9. What, where, and for what noted is each of the following: Plymouth Rock, Gettysburg, Harper's Ferry, Congo, Yosemite, Golden Gate, Gibraltar, St. Helena, Ganges, Reikiavik.

10. Give a brief account of Egypt, stating the cause of its fertility, naming its principal cities and its leading productions.

GRAMMAR.

1. Write sentences containing the following nouns in the possessive plural: House, holiday, luxury, journey.

2. What is a pronoun? Define and illustrate the different classes.

3. Give synopses of the following verbs: Set, sit, rise, and raise in the third person singular, potential mood.

4. By what may a noun be modified? An adjective? A verb? An adverb? Illustrate in each instance.

5. Write a sentence having a clause (proposition) used as the object of a verb.

6. Write a sentence containing two subordinate or dependent clauses—one performing the office of an adjective and the other the office of an adverb.

7. Analyze:

"THAT was all! And yet, THROUGH the gloom and the light,
The FATE of a nation WAS RIDING THAT NIGHT."

8. Parse the words in small caps.

9. Use a collective noun properly with a singular verb, also with a plural verb.

10. Correct the errors in the following sentences, giving the reason for each correction: .

1st. They that honor me I will honor.

2d. I would have went if I had been invited.

3d. His estate was divided equally between his four sons.

4th. I will lay down and rest for an hour.

5th. We were setting by the window when you passed.

HISTORY.

1. What invention and what commercial needs led to the discovery of America?

2. Mention the names of five discoverers prominent in early American history, with a brief statement of their discoveries.

3. Give a brief account of the French and Indian war, stating its cause, the result, when it began, and when it ended. .

4. Give an outline of Greene's campaign in the Carolinas during the Revolutionary war.

5. Write an historic account of the growth and results of negro slavery in the United States.

6. What led to the war of 1812?

7. State the causes of the Mexican war. What territory was acquired as a result of that war?

8. Explain what is meant by the "Geneva Award" and the "Alabama Claims."

9. Give a brief account of the acquisition of Alaska.

10. Mention in chronological order five of the more important events in the history of the United States and give the year in which each occurred.

PHYSIOLOGY.

1. Define clavicle, vertebra, aorta, humerus, diaphragm.

2. Explain the difference between an artery and a vein.

3. Describe the course of the blood in the pulmonary circulation and the change it undergoes in the lungs.

4. Explain the structure of the muscles and how they produce motion.

5. Trace a portion of food from the time it enters the mouth until its nutriment enters the blood.

6. Give a brief description of the brain.

7. Describe the course of a ray of light in the eye, naming the parts of the eye through which it successively passes.

8. State the functions of the excretory organs of the skin and what instruction you would give in reference to keeping them in healthy action.

9. State the causes of early loss of teeth and give special directions for their preservation.

10. Describe the ear and state how the sensation of sound is produced.

CIVIL GOVERNMENT AND SCHOOL LAW.

1. Describe the process of electing a president of the United States.

2. How are judges of the United States supreme court chosen? What is the length of their term of office?

3. In whom is the treaty-making power vested?

4. Name the county officers representing the three departments of government.

5. Presiding officer of U. S. Senate, U. S. House of Representatives, and U. S. supreme court—how chosen? For what term? What called?

6. Explain method of securing amendments to constitution of U. S. Of this state.

7. Who has the legal authority to prescribe a course of study for public schools?

8. By what authorities may teachers be legally qualified?

9. What provision does the law make to secure the attendance of teachers at institutes?

10. Is the attendance of children at school made compulsory in this state? If so, between what ages?

DRAWING.

1. Distinguish between industrial drawing and artistic picture making.

2. Distinguish between free-hand drawing and instrumental drawing.

3. What mental powers are developed or strengthened by imitative drawing or copying? By inventive drawing?

4. Draw an isometric cube in a circle of one inch radius.

5. Illustrate all kinds of quadrilaterals?

6. Draw a free-hand circle, having its diameter two inches in length.

7. Name and illustrate all parts of a circle.

8. Draw a regular octagon.

9. Draw a rectangular box, showing three of its sides.

10. Draw from memory a leaf form having a deeply indented margin.

ARITHMETIC.

1. Define prime number, denominate number, discount, cube root.

2. Divide 2-3 by 5-7; analyze the process and deduce the rule.

3. Divide two hundred sixty thousand four hundred-forty-two ten-millionths by eighty four hundred-millionths.

4. What is the cost of digging a cellar 45 feet long, 28 feet wide, and 8 feet 6 inches deep at 42 cents a cubic yard?

5. If 3 men working 8 hours per day do as much work as 5 boys working 10 hours per day, in how many days will 12 men

working 12 hours per day do as much work as 18 boys will do in 25 days working $9\frac{1}{2}$ hours per day?

6. State the different cases in percentage.

7. Sold two lots for \$200 each, gaining 20 per cent on one and losing 20 per cent on the other. Did I gain or lose, and how much?

8. What is the height of a cubical box of the same capacity as a box 32 inches long, 24 inches wide, and 18 inches deep?

9. I bought 80 6 per cent bonds at 120. What income do I receive on my investment, and what is the rate of my income?

10. A farm is one-third of a mile long and two-sevenths of a mile wide. How much will it bring at \$100 per acre?

PHYSIOLOGY AND HYGIENE.

With special reference as to the effects of alcoholic drinks and other stimulants and narcotics upon the human system.

1. What are the names of the various liquids called generally spiritous drinks?

2. What process has the juices of fruit to go through in order to pass into wine?

3. What are the effects produced by alcohol on the red corpuscles of the blood, and how are these effects shown on the body of the hard drinker.

4. Why is the sense of heat felt after partaking of alcohol?

5. What is the actual effect of alcohol on muscular powers?

6. What great organs of the body are affected by alcohol, and in what manner are they affected?

7. What fatal diseases of the nervous system are induced by alcohol?

8. What is the nature of tobacco?

9. What may be the effects of tobacco on a person who uses it?

10. What effect has tobacco on the nerves?

COMPOSITION.

1. Which should be taught first, the science or the art of language? Why?

2. Write a business letter.

3. Write an application for a position as teacher.

4. Write a composition containing not less than 100 words.
Subject, Labor Strikes.

5. Upon what subject will pupils write best?

6. Why has composition writing been so generally disliked by pupils?

7. Compare the value of impromptu written work in composition with work previously prepared.

8. State five methods of supplying children with material for language lessons.

9. Give six rules for the use of the comma and illustrate each.

10. Write sentences illustrating the differences in meaning in the following:

(1) Allow, permit; (2) Change, alter; (3) Enmity, animosity; (4) Finally, ultimately.

ORTHOGRAPHY.

1. What rules of spelling apply in forming the following derivatives: Deceiv-ed-ing, certify-ed-ing, survey-ed-ing, die-ed-ing, hop-ed-ing, hope-ed-ing.

2. Distinguish between invent and discover.

3. Divide into syllables the following: Honorary, partiality, anxious, grammatical, equity.

4. What is a monosyllable? A polysyllable?

5. How many sounds has E? U?

6. Illustrate each of the sounds by giving a word containing the sound.

7. Write three general rules for spelling.
8. To the stem MAN add prefixes and suffixes till you have made all the words you can.
9. What is a diphthong? A digraph?
10. Indicate by diacritical marks the correct pronunciation of the following words: Orthoepey, lyceum, debris, telegraphy, sacrifice.

THEORY AND ART OF TEACHING.

1. What mental powers of the child are chiefly concerned in primary school work?
2. Explain what is meant by the following statements:
 - 1st. Instruction should proceed from the known to the unknown.
 - 2d. The mind is both acquisitive and productive.
3. Sketch briefly the methods you would adopt to secure:
 1. Regularity of attendance and punctuality.
 2. Decorum on the part of pupils.
 3. Attention during recitations.
4. Give general directions for putting questions.
5. Explain the importance of object lessons.
6. Give an object lesson adapted to a class of beginners, stating the purpose of the lesson.
7. Mention the sensibilities of a child to which it is proper to appeal in endeavoring to secure orderly deportment.
8. To what extent are teachers responsible for the development of character in the pupils under their control?
9. Sketch briefly the qualifications of an ideal instructor.
10. State briefly the principles to be observed in inflicting punishments.

READING.

1. State two plans for preventing pupils from memorizing reading lessons.

2. To what style of composition is monotone especially suited?
3. Define pitch, rate, quality.
4. State what pitch, rate, and quality of voice are appropriate in orally reading unimpassioned narration and description.
5. For what purpose are phonic lessons given to young pupils? State the relations of these lessons to reading.
6. What is supplementary reading? What benefits should result from its use?
7. To what extent would you require pupils to read at sight? Give reasons.
8. Name ten books that you would recommend to pupils under thirteen years of age to read.
9. What specific directions can you give for acquiring a good articulation?
10. Describe briefly the alphabetic, the phonic, and the word method of teaching to read. Which do you use?

PENMANSHIP.

1. Copy the following:
"A child!" "And Mildred caught the work."
"A plaything! And another voice."
"Fine feathers and a southern bird!"
2. Write out the order in which both capitals and small letters should be taught. Give reasons.
3. Give an outline of first lessons in teaching the letter *i*.
4. Give mechanical directions for teaching the letter *f*.
5. Using the height of the small "*i*" as a standard, make all the small letters which are of the same height.
6. Make those known as "loop" letters.
7. Describe the position of the pen and hand when the pen is properly held.
8. What system of penmanship, if any, have you studied? Execute and analyze the letters A, G, Q, a, g, q.

9. What are the principal points requisite to good penmanship?

10. Where should shading be used?

BOOKKEEPING.

1. Name the books used in single entry book-keeping and state the use of each.

2. Define account, entry, item, posting, balance.

3. On your books of account, what transactions are entered as debits? As credits?

4. In a cash account, for what is cash debtor? For what creditor?

5. What must CASH ON HAND always equal?

6. Explain the difference between settling and closing an account.

7. Explain the process of posting.

8. J. B. Lippincott & Co., of Philadelphia, sold W. W. Swayne, September 15, 1886, the following goods: Three copies of "Lippincott's Biographical Dictionary" at \$10 each; two copies of "Lippincott's Gazetteers" at \$12 each. Make out the bill for J. B. Lippincott & Co. and make out receipt.

9. W. W. Swayne gave a sixty-day note in payment of the bill. Write the note.

10. W. W. Swayne gave a check in payment of the note. Write the check.

SECOND AND THIRD GRADE QUESTIONS—No. 2—1892.

READING.

1. Ought a pupil to be required to spell a word that he is unable to pronounce, or ought the pronunciation be given him first and the spelling taught afterwards? Give reasons for your answer.

2. Name three things that you consider essential to good reading.
3. What should be the teacher's aim in teaching advanced classes in reading?
4. Should pupils be permitted to read selections they cannot understand?
5. Name five books you would recommend to pupils of the age of twelve or fourteen.
6. What things ought to be taught of each new word in a lesson?
7. Regarding a reading lesson as a study in literature, what things are to be considered?
8. Define the following: Accent, emphasis, modulation, monotone.
9. Define articulation and name three errors that are common. How would you correct each of the errors which you have named?
10. Read a selection assigned by the superintendent.

STIMULANTS AND NARCOTICS.

1. Name a substance that is both a stimulant and a narcotic.
2. What effect has alcohol on the kidneys? The mucous membrane?
3. Why do alcoholic drinks make the stomach feel well? Why not use them for that purpose?
4. Name some hindrances to digestion caused by alcohol.
5. What immediate effect has alcohol on the heart?
6. What change does it frequently cause in the substance of the heart?
7. What is the active principle of tea? Of coffee?
8. Mention some of the hurtful effects of snuff.
9. Upon what organ does nicotine have its most baneful effect?
10. What effect has opium upon digestion?

THEORY AND ART OF TEACHING.

1. What is the first object to be attained when a child commences school?
2. What general exercises do you have in school?
3. How do you aim to secure the good will of pupils?
4. To what faculties do lessons on objects give culture?
5. State why it is better to proceed from principles to rules and formulas than to adopt the inverse order.
6. What plan—state as to time and manner—would you follow in giving pupils individual help in the preparation of their lessons?
7. How do you deal with dull pupils?
8. Which requires greater maturity of intellect, history or grammar? Why?
9. Are recitations necessary? Why? Should a teacher conduct the recitation with the text-book in hand? Why?
10. In what ways do you teach morality and patriotism?

QUESTIONS ON COMPAYRE'S LECTURES.

11. What does the author mention as the "difficulties of abstraction"?
12. Give a concise outline of the subject, reasoning, as treated by the author.
13. Give the substance of the author's statement in regard to the use and abuse of methods.
14. To what four types does the author reduce most of the different methods of instruction?
15. Explain the experimental method.
16. What are the advantages of historical study and instruction?
17. Mention some of the ordinary faults in historical teaching?

18. What history and geography can be studied together?
19. Contrast modern geography with that taught half a century ago.
20. In what grades should we teach principles of our government, patriotism, etc?

UNITED STATES HISTORY.

1. State what you know of the Mound Builders and give a description of their works. How do we know that they were not the ancestors of the Indians?
2. In what manner did the natives receive Columbus? State what you can of the dress, habits, dwellings, tools, weapons, and money of the natives of this continent about the time of its discovery.
3. From whom did America receive its name? Tell what you know of him. Of the Cabots. De Soto. Cortez. Raleigh.
4. What motives had Spain for making voyages of discovery?
5. Name the members of Washington's cabinet. For what was the secretary of state noted? Secretary of treasury?
6. What important events transpired during Jefferson's administration? Andrew Jackson's? James K. Polk's?
7. Name all the prominent wars in which the United States has been involved. By what names are they known in history?
8. From what nation was each of the following purchased: Louisiana, Florida, the Gadsden purchase, Alaska?
9. Give an account of the battle between the Alabama and the Kearsarge.
10. What was accomplished by the late Civil war?

COMPOSITION.

1. Give rule for using each of the following: (.), (?), (!), (,), (;), (:), (" "), ('), (-).

2. What is a direct quotation? An indirect quotation? Give an example of each.
3. Write correctly: Learn to do your duty and learn others to do likewise. That is of rare occurrence.
4. How should the following stanza be punctuated;
On a winters night
As the moon shown bright
Two foxes went out for prey
As they trotted along
With frolic and song
They cheered their weary way
5. Change the stanza given above into good prose.

CIVIL GOVERNMENT AND SCHOOL LAW.

1. What is the object of the constitution?
2. Give one reason why a legislature should consist of two bodies.
3. In case of the death of both president and vice-president who then becomes president?
4. What officer is at the head of the Department of Agriculture? Is he a cabinet officer?
5. How is the number of members of the U. S. Senate determined? Of the House of Representatives?
6. What is the title of the presiding officer of the U. S. Senate? Of the House of Representatives? How is each chosen?
7. Under what circumstances has the government a right to take the property of an individual without his consent? What is the right called?
8. What does the law of Nebraska require of a teacher before he can make a contract to teach school?
9. What notice to voters is necessary in calling a special school district meeting?

10. What reports to the county superintendent are required of the school directors? What must each contain and when must it be made?

GEOGRAPHY.

1. Explain what is meant by standard time.
2. Is the climate of British Columbia warmer or colder than that of Newfoundland and Labrador? Why?
3. Locate the Great Barrier reef.
4. Mention two volcanoes of South America and two of Europe and give the location of each.
5. Mention the most extensive river basin of the United States and give the names of five states on the eastern slope of the basin.
6. Mention the states, in order, through which a car load of cattle must pass from St. Louis to Buffalo by a direct route.
7. What and where are the following: Paris, Amazon, Yokohama, Golden Gate, and Oklahoma?
8. What is an empire? Name three.
9. State two causes that may determine the location of cities and give an example of each.
10. Between what parallels and what meridians is Nebraska situated and what is its area?

GRAMMAR.

1. Write three short sentences: The subject of the first, a proper noun; of the second, a collective noun; of the third, an abstract noun.
2. What determines what part of speech any word is? Name three words each of which can be used as three different parts of speech.
3. Name the part of speech to which each word in the fol-

lowing sentence belongs: "Lo! night comes and the little swallow sleeps soundly within his earth-made walls."

4. By what may a noun be modified? An adjective? An adverb? Illustrate in each instance.

5. Name five adjectives that do not admit of comparison.

6. Write a compound sentence and change it into a complex sentence.

7. Write a declarative, an interrogative, and an imperative sentence.

8. Correct the following:

The "Pleasures of Hope" were written by Campbell.
Each one did their duty.

He said he would never do so no more.

It ain't worth anything.

Where was you going the morning I called.

I only saw him once.

The disputants were agreed on that.

9. Analyze or diagram: "Before time *had touched* his hair with silver he had *often* gazed with wistful fondness toward *that* friendly shore on which *Puritan huts* were already beginning to cluster under the spreading shade of hickory and maple."

10. Parse the italicized words in the above.

PHYSIOLOGY.

1. Locate the metacarpal bones and state their number.

2. What muscles of the arm produce flexion; what ones produce extension? Which are the stronger?

3. Name the different classes of food and give an example of each. Show why a mixed diet is the best.

4. Discuss the influence of climate on people in regard to the food they require.

5. Name the four principal secretions that are mixed with the food for its digestion. By what organ is each secreted?

6. What is the link between the digestive and circulating systems?

7. Trace accurately the course of a drop of blood from the time it leaves the veins until it is once more returned to them.

8. Which teeth are incisors and which are molars, and why are these names given them?

9. What is the pleura?

10. What is a nerve ganglion?

PENMANSHIP.

1. Do you use any system in teaching writing? If so give an outline of your plan.

2. With what materials should a child first practice writing? When should he try pen and ink?

3. Give four important rules for position, height, slope, and spacing of letters.

4. Write the elementary principles of small letters.

5. Write five good movement exercises.

6. Write the following as a specimen of penmanship:

The cloud-capt towers, the gorgeous palaces,
The solemn temples, the great globe itself,
Yea, all which it inherit shall dissolve;
And, like the unsubstantial pageant faded,
Leave not a rack behind.

ORTHOGRAPHY.

1. How do the letters and elementary sounds of the language compare as to number?

2. Name some of the advantages of phonic spelling.

3. Divide the following words into syllables, mark the accent, and give each letter its proper diacritical mark: Salient, flaunt, chastened, inexorable, Khedive, inexplicable.

4. Define the first, third, and sixth of the above words, and write a sentence to illustrate the use of each.
5. Give the signification of the prefixes in *re*, *pro*, *ex*, and of the suffixes, *ness*, *ful*, *ous*, or *able*.
6. What is the meaning of the following abbreviations: viz., vs., ob., Ia., C. O. D., i. e.?
7. Form derivative words, using the following prefixes and give the meaning of the words: *Anti*, *ante*, *pre*, *dis*, and *pro*.
8. Write all the letters that are called sub-vocals. All that are called aspirates.
9. Define primitive word, derivative word, and compound word, and give two examples of each.
10. Spell ten words chosen by the superintendent.

BOOKKEEPING.

1. Define the following: Current, bills payable, drawee, check, acceptance.
2. Give the use of the journal, day book, and ledger.
3. Explain the difference between double and single entry.
4. Properly abbreviate the following words: Agent, bank, package, page, sundries, number, merchandise, expense, forward, balance.
5. What is meant by insolvency?
6. Make out a bill of items and receipt it.
7. State general principles for debit and credit entries.
8. Suppose you begin business with a capital consisting of cash, where do you make the entry?
9. Suppose you buy a bill of goods on account, where do you make the entry?
10. Enter the following in day book, journal, and ledger: Sold 87 bbls. of flour at \$7.50 to John Jones and took cloth at 16 $\frac{3}{4}$ cts. per yard in payment.

ARITHMETIC.

1. Give three principles of the Roman notation and illustrate each.
2. If the remainder, dividend, and quotient be given, how may the divisor be found? Give an example.
3. 500 bales of cotton weighing 400 lbs. each at 6 cts. a pound were exchanged for nails at 5 cts. a pound; how many kegs of 100 pounds each were given? Solve by cancellation.
4. Divide .001 by .000001 and multiply the quotient by .0002.
5. The telegraph stations are 18 miles, 40 rods, 44 yards apart. If the telegraph poles between them are 8 rods apart how many poles will be needed, and how much will they cost at 20 cents a piece?
6. How many bushels of wheat will be contained in a bin 12 feet long, 10 feet wide, and 6 feet high on the one side, and 8 feet on the other?
7. If the cost of 3.75 weeks' board is \$25, what is the cost of 27.75 weeks' board? Solve by proportion.
8. A farmer raises 750 bushels of wheat at an expense of \$675; how must he sell it per bushel in order to make 18 per cent?
9. A note dated January 1, 1890, and bearing 6 per cent interest was discounted at bank May 1, 1890, at 9 per cent. Find bank discount. Note was given for one year.
10. A ladder 22 feet long is standing against a wall. How much will it be lowered at the top by drawing the foot of the ladder 7 feet from the wall?

DRAWING.

1. Name the leading objects to be attained by drawing.
2. What senses are used in gaining ideas of form?

3. What affects the apparent form of an object?
4. Mention the principle underlying good decoration.
5. What is an angle? A triangle? Name and draw the three kinds of triangles.
6. Draw a representation of a cube in such a position that three of its faces are visible. Size, about two inches.
7. Draw a circle four inches in diameter.
8. Draw its vertical and horizontal diameters.
9. Draw an oblique view of a horizontal circle.
10. Draw the form of any leaf or flower.

SECOND AND THIRD GRADE QUESTIONS—No. 3—1891.

1. What is the chemical composition of bone? Why do the bones of old people break more easily than those of children?
2. What two kinds of muscles are there? What is the difference between the contraction of these two kinds?
3. State the uses of the perspiration and the effects that follow if it be suddenly checked.
4. Describe the veins, arteries, and capillaries, and their uses.
5. Tell of what parts the skin is composed, giving some account of each part.
6. Name two nitrogenous, two carbonaceous, and two mineral foods, and mention the several fluids that assist in the work of digestion.
7. Explain the relation of sleep to repair and waste. Why do children require more sleep than adults?
8. Give an outline of the nervous system, describing the sensory and motor nerves, the spinal cord, and the medulla oblongata.
9. What is meant by the oxygenation of the blood? Describe the process.

10. Describe the iris and explain its function in vision.
11. What is meant by stimulants? What by narcotics?
12. What are the common alcoholic liquors? How do they differ from alcohol?
13. What are the immediate effects of alcoholic liquors?
14. What are their effects upon the heart and liver?
15. What other stimulants and narcotics are commonly used?

WRITING.

1. What is meant by "tracing," "movement," "slant," "form?"
2. In what particulars do most of the different systems of penmanship agree?
3. What mistakes are most frequently made in making the following letters: a, l, n.
4. Write each of the following ten times: a, l, i, r, s, p.
5. Write each of the following five times: A, W, B, C, I.
6. Write from memory an extract of four or five lines of poetry.
7. Write out a criticism upon your penmanship in the selection.
8. When may a copy-book be used to advantage? When is the copy-book a hindrance?
9. In what way does good writing help the school?
10. How do you begin the teaching of writing with children who have just entered school?

READING.

1. Define (a) word teaching, (b) sentence method, (c) word method, (d) elocution.
2. What is oral reading, silent reading, supplementary reading?
3. What is the test of a good lesson in reading.

4. How do children acquire the habit of reading without expression? What method of instruction can you suggest for overcoming such a habit?

5. How can you tell whether children understand what they read?

6. What are the uses of a dictionary?

7. What are the uses of punctuation marks?

8. Define accent, emphasis, monotone, inflection, pitch.

9. Define tone, and tell what its various subdivisions are.

10. Make the characters that indicate the rising and falling circumflex, the monotone, the grave and acute accent.

DRAWING.

1. Draw and name four triangles, three quadrilaterals, and three solids.

2. Upon the diameters and diagonals of a three-inch square make a design in straight and curved lines.

3. Draw a cone having its axis horizontal and oblique.

4. Draw a representation of a cube in such a position that three of its sides are visible.

5. Draw a representation of a vertical cylinder in such a position that its upper face is visible.

6. What do you understand to be the "conventionalization" of a leaf or flower?

7. Draw the form of any leaf or flower or both, with which you are familiar.

8. Conventionalize the leaf or flower drawn under the last question, using a vertical line two inches long as the "axis of symmetry."

9. "Line in" clearly, leaving construction lines as first drawn.

10. From what three sources is material for standard decorative designs mainly obtained?

ARITHMETIC.

1. Indicate by means of signs, and without performing any of the operations, that the sum of 347 and 295 is to be multiplied by the difference between 47 and 83, the result divided by 57 and the cube root of the quotient extracted.

2. At 6 o'clock A.M. the temperature was 18° above zero; at 12 M. it was 7° above zero; at 6 P.M. it was 5° below zero. What was the average temperature for the day, calculated from these three observations?

3. Deduce a rule for finding the greatest common divisor of three numbers.

4. At 25 cents a square yard, what will it cost to plaster the walls and ceiling of a room 18 feet long, 15 feet wide, and 12 feet high, making no allowance for doors or windows?

5. A confectioner buys 84 pounds of candy for \$21.60. He puts it into boxes holding 7 ounces each. For how much a box must he sell it to gain $33\frac{1}{3}$ per cent?

6. If four men working 8 hours a day can do a certain piece of work in 27 days, how long should it take seven men working 5 hours a day to do it? Give an analysis of your work.

7. Bought certain goods at 12 per cent below the price marked on them, which was \$5.50, and sold them at 15 per cent above the marked price. What per cent did I make on my investment?

8. A ninety-day note for \$700, bearing interest at 6 per cent, is discounted at a bank on the day it is drawn at 6 per cent. What are the proceeds?

9. Upon what is the metric system based? What are the chief units of the system?

10. What must be the depth of a cylindrical cistern 6 feet in diameter that it may contain 2,000 gallons?

GEOGRAPHY.

1. Define latitude and longitude Is the length of a degree of longitude greater in Florida or New York? Why?
2. Name and locate the largest five cities in the United States between the Appalachian mountains and the Rocky mountains.
3. What section of the United States has the greatest amount of rain? The least? Give reasons.
4. Mention ten important exports of the United States and the countries to which they are sent. Ten imports and the countries from which they come.
5. Draw an outline map of North America, showing the principal lake and river systems. Mention the chief uses of rivers. In what way does the destruction of forests affect rivers?
6. Why do dense fogs prevail off Newfoundland?
7. Name ten of the principal possessions of Great Britain in various parts of the world.
8. Name the six great powers of Europe. What is the form of government of each? Locate three important cities of each.
9. What countries are crossed by the equator?
10. Show the relation between the physical and political condition of a country. Show how the physical formation determines routes of trade and affects commerce. Give illustrations.

ORTHOGRAPHY.

1. What is spelling? What is the object of teaching spelling? What is the use of the spelling book?
2. Separate into syllables and indicate the accent of the following words: Researches, legislator, resources, combatants, chandelier, hereditament, genuine, inquiry, naturally, decorous.
3. Write two words containing the sound of *a* in fare, *a* in ask, *e* in verb, *i* in machine, *u* in push.

4. Write the plurals of the following nouns: Ratio, scarf, axis, elf, radius, pulley, octavo, cuckoo, soliloquy, piano.
5. Give meaning of the following abbreviations: MSS., Nos., prox., viz., pro tem., i. e.
6. Write abbreviations of the following: South, the present month, noon, merchandise, that is.
7. What is the general meaning of the prefixes "ex" and "con"?
8. Give the rule for doubling the final letters "f," "l," and "s" in words.
9. What are compound words, and how are they known?
10. By what authority do we spell words and give the sound to letters?

GRAMMAR.

1. Analyze:
"The heights by great men reached and kept
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night."
2. Parse the words *reached*, *were attained*, *their*, and *companions*.
3. Explain each of the following grammatical terms and give an example illustrating its use: predicate, apposition, transitive.
4. Give the past tense and the perfect participle of each of the following verbs: Sew, sow, lay, flee, fly.
5. Construct sentences as follows:
 - (a) A complex sentence with a substantive clause.
 - (b) A complex sentence with an adjective clause.
 - (c) A sentence with two coördinate, compound members.
6. Mention three ways in which the infinitive mode may be used and give an example of each.

7. How many parts of speech may "that" be and give an example of each.

8. What are the differences in meaning between "*I wrote*," "*I have written*," and "*I had written*?"

9. Correct the errors in the following sentences and give a reason for each change:

(a) I should have liked to have seen so fine a sight.

(b) There let him lay.

(c) The courage of the soldier and of the citizen are essentially different.

(d) The orator spoke of the notion that the national debt might be repudiated with absolute contempt.

10. Is grammar a science or an art? Give reasons for your answer.

CIVIL GOVERNMENT AND SCHOOL LAW.

1. When was the constitution of the United States adopted? Who framed it? In what particulars is it an improvement on the Articles of Confederation?

2. State what person or body corresponds in the Nebraska state government to each of the following in the United States government: President, vice-president, congress, senate, house of representatives, supreme court.

3. How are the judges of the supreme court of the United States selected? For what term? How are the judges of the supreme court of Nebraska selected. For what term?

4. What state and county offices were filled by the election of November 3, 1891? When do officers elected at that time enter upon their official duties, and for what length of time is each elected? What peculiar relations existed among the political parties of the state at the last election?

5. What is meant by a census? How often is the United

States census taken? Under whose direction is the work done? For what purpose?

6. Mention five important personal rights guaranteed by the Constitution.

7. What is the provision of the Constitution with regard to the currency? What are the two principal kinds of paper money at present in circulation? Give a brief history of each and state under what regulations it is issued.

8. Upon what bases are the public school moneys apportioned to the several school districts? What are the limits of school age as defined by the law of this state.

9. State the causes for which a county superintendent may annul a teacher's certificate? What remedy has a teacher from whom a certificate is unjustly withheld by a county superintendent or whose certificate has been annulled by the same authority without good cause.

10. What is the time for holding the annual school meeting. Mention five different powers of an annual school meeting.

BOOKKEEPING.

1. William Smith worked for Samuel Brown eleven days at \$4 per day and supplied material to the value of \$35. Make and receipt the bill.

2. Write an order for money in favor of Ellis A. Apgar and addressed to Joseph Anderson.

3. Write with the proper rulings a personal ledger account containing not less than three entries on each side. Balance, close, and reopen.

4. Make out a bill for seven articles of merchandise bought by William R. Black from Miller & Paine at different times during May, 1890.

5. Write a check upon the First National bank of Lincoln, Nebr., for the amount of the foregoing bill.

6. Walter B. Harrison, of Lincoln, owes Louis T. Fowler, of Omaha, \$350. Write a sight draft in Fowler's favor on Charles Anderson, of Omaha, for \$200, and a certified check on the Lincoln National bank for \$150.

7. From whom may drafts be obtained? For what purpose are they issued?

8. When drafts are made payable after sight, what beside the rate of exchange enters into the computation which determines their value?

9. Write a promissory note for \$100, due at the First National bank, Lincoln, Nebr., in sixty days, Arthur E. Shaw as payor and J. S. Robinson as payee.

10. What is an endorsement? How many kinds of endorsements are there? What is the effect of each?

THEORY AND PRACTICE.

1. Assuming that "to instruct," "to drill," and "to test" are three objects of a class exercise, which is first in the order of their importance in the primary classes? Which in advanced classes? Write them in the order of their importance in primary classes; in advanced classes.

2. What method of marking the progress and proficiency of pupils in class work do you prefer? Give reasons for your preference; state the objections to your plan and tell how they may be overcome.

3. Explain what is meant by the following statement:

(1) Instruction should proceed from the known to the unknown. (2) The mind is both acquisitive and productive.

4. Enumerate the several rules and precautions to be observed by a teacher in framing and putting questions and receiving answers in class teaching.

5. Explain the importance of object lessons. What is the value of drawing as a means of education?

6. Sketch briefly your scheme of language work for primary grades. When, in your opinion, should the study of technical grammar begin?

7. Mention at least four important elements of governing power in a teacher. Show the importance of each.

8. Show how regular and punctual attendance may be most effectively secured. What is the parents' part in securing the above?

9. Mention the sensibilities of a child to which it is proper to appeal in endeavoring to secure orderly deportment.

10. Describe and illustrate the means at the disposal of the public school teacher for training the moral sentiment.

COMPOSITION.

1. Take each of the following words and add to it a prefix or a suffix, explaining in each case what change in the meaning of the word has been effected by the additional syllable: *just, admire, faith, friend, sincere, wise.*

2. Write sentences illustrating the difference in meaning of (1) inquire, question; (2) endeavor, struggle; (3) penurious, economical; (4) repeal, abolish; (5) discover, invent; (6) dissembler, hypocrite.

3. Change the following from the direct to the indirect form of quotation: Their host said: "The higher you climb the mountain the more difficult the ascent becomes, but you can hire a guide to show you the road."

4. Combine the following statements into a complex sentence: This plant is commonly met with in Ceylon. This plant is commonly met with in other islands of the East. This plant is known by the appropriate name of pitcher plant. This on account of its singular flagon shaped appendage.

5. Give six rules for the use of the comma and illustrate each.

6. Write two business letters of not more than ten lines each, the second to be an answer to the first.
7. Write a letter applying for a position as a teacher.
8. Imagine yourself at the end of a long journey. Write a letter to a relative, describing incidents of travel.
9. Write the envelope address for the letter required by the last question.
10. Write a composition containing not less than one hundred words on the following topic: Chicago and the Exposition of 1893.

HISTORY OF THE UNITED STATES.

1. What was the object Columbus had in view in starting upon his great-voyage of discovery? What lands did he discover? To which grand division did he believe them to belong?
2. State with regard to the following the principal discoveries each made, and the claims of the European country each represented, with regard to the possession of American soil:
 - (a) The Cabots.
 - (b) De Soto.
 - (c) Champlain.
 - (d) Hudson.
3. State two points of difference between the first English colonists in Massachusetts with regard to (a) religion, (b) social condition.
4. What were the two colonies in which religious liberty was first established? Who were the men chiefly instrumental in founding them?
5. Draw a map on which you will indicate in the outline the English possessions in America before and after the French and Indian war. What great question was settled by this war? Name two ways in which it helped to bring about the war of the Revolution.

6. What were the two political parties into which the country was divided at the time of the adoption of the Constitution? Give two points of difference between them. Name two leaders on each side.

7. Summarize the results of the war of 1812 regarding (a) the national debt, (b) the feeling of nationality, (c) the respect of foreign countries, (d) manufactures.

8. Tell by whom each of the following inventions was made, and state one effect of each upon modern progress, (a) the cotton gin, (b) the electric telegraph.

9. What can you state of the "Alabama Claims."

10. Trace the route of Sherman's march to the sea.

COLLEGES, ACADEMIES, ETC.

There are many schools in the state not properly denominated public schools and so are not strictly within the scope of this report; still, they constitute an important educational force in the state. The state encourages all educational means; and it has been and is the policy of this department to induce and foster the closest possible relations among all the educational forces of the state. With the wish to place before the readers of this report as full information as is obtainable, the office has requested all the colleges, universities, academies, commercial schools, and other educational institutions of which information could be had to make reports thereto, and the heads of such institutions have been asked to forward brief articles, setting forth the aims, purposes, equipments, and resources of their respective schools. The extent to which this invitation has been accepted will appear in a table compiled from reports and in a series of articles in another part of this report.

I am sorry that the department of education has not met with a more hearty response in this matter; for I am convinced that the department might be of service to such worthy institutions, and that in turn the public schools and the cause of education in the state would be materially furthered by a closer friendship between these schools and the public schools.

It may not be out of place to present here a report of the committee on academies made to the educational council of the Nebraska State Teachers' Association lately held in the city of Lincoln.

REPORT.

"So fallen, so lost, the light withdrawn

Which once he wore!"

was the Quaker poet's lament over Webster's faithlessness to the anti-slavery cause. It seems to have some application to the

academy as it was and as it is to-day. Fifty years ago this institution had the field in the New England and Middle states. Such excellence as there may have been in its instruction and character-forming power disclosed itself, and there have not been wanting a multitude of men and women to testify to the worth of what it did for them and their generation.

But under the touch of Horace Mann and his contemporaries the public high school system grew apace and the academy decayed. The high school had behind it the taxing power of the state. Every property owner, married or unmarried, with or without children, was perforce arrayed on its side. No matter what the age of his children or their educational aspirations a forced contribution was levied. Linked to a graded school its larger expense was hidden in the annual budget of the whole system, and nearly vanished before the larger divisor with which *per capita* cost was ascertained. The academy, on the other hand, had behind it only the families with sons and daughters of academy age and ambition for its instruction—families already burdened with their share of the cost of the public high school. The latter was entrenched; the academy, a mere handful, was in the open field. In the struggle for existence, from whose stern laws nothing can escape, numbers won; the high school increased, the academy decreased. You can almost count on your fingers the really strong, well equipped academies of New England. St. Johnsbury, Kimball Union, Phillips-Exeter and Andover, Coburn, Cushing, Williston, Worcester, Wilbraham, Norwich; doesn't that about exhaust the list? Their number hardly exceeds that of the strong colleges of New England. The fittest survived, the weak perished. Above the dust of their decay the high school grows to-day.

As settlement crossed the Mississippi valley many a brave, strong soul, knowing what the academy had done for him, sought to plant it in the newer states. Defeat usually awaited him.

The history of this institution in the west is a chapter of failures. There are hardly as many really strong academies as there are states. Denmark academy in Iowa is a typical instance. Led for many years by two men of unusual power, the pastor of the church, Rev. Asa Turner, and the principal of the academy, Prof. A. W. Edson, now of Iowa college, it has firmly rooted itself and cannot fail. Yet its endowment is slender and its income and number of students is small. No, it is not typical; if it were it would be dead. Men have realized that the college needed something and have been ready to give; too often they have forgotten that the academy needed anything and have left it to perish.

I am not saying that it was not best that the high school system should rise and the academy decay. The burden of proof rests on him who would combat the existing order. It is entirely probable that the academy could not have reached the number that the high school has been able to serve. The public school system seems especially fitted for the nation founded on universal suffrage. This is not a jeremiad; it is only history. However, a brighter day seems to dawn for the academy. Speaking as a Congregationalist of Congregational work I can name a half dozen instances in the west where academies have been started within a few years with such vigor that their success seems assured. The east also furnishes a number of notable instances. The most marked case is Lakeville, Yale's new preparatory school. The thought of many men seems to turn with favor to the academy.

In all but the newest states the era of college beginnings seems to have passed. Unless projected on a large scale, no college can succeed under the shadow of institutions already strong. Men who desire to do educational service to their region and towns with educational ambitions must be content with more modest things. John Calvin founded an academy at Geneva because the university field was already occupied. The rise of the

great preparatory schools of England came after that of the universities. Logically the academy precedes the college and the university, chronologically it usually follows. The new states have not been utterly foolish in projecting their colleges first.

Granting that the public high school is to remain and increase, has the academy any real ground for being? Is it economic waste? Is sectarian prejudice its only reason for existence? I answer it is not economic waste. There are valid reasons for its existence and support. A distinguished German economist exalts the *caritative* principle as the necessary supplement of the state's action. He shows with great force and at great length how it remedies the failures and limitations, rounds out and completes the action of the state. Every day shows more clearly that the city's problems of poverty and vice need private philanthropy judiciously shown as well as public aid. This principle applies in the work of education. Private generosity led the way and developed the types on which the state shapes its university and moulds its high school. There yet remaineth a little land for private generosity to possess and supplement the work of the state.

Outside the villages and on the farms of every older state there are thousands of young people who feel too old to attend the public schools. Poor district schools and poverty forbidding constant attendance have held them back. They are hardly ready for the high school, and yet are four or five years older than pupils of the same grade of advancement in the public schools. Though deficient in preparation they have bodily strength, habits of work, more developed minds, and can move more rapidly than pupils in the public schools. They are ashamed to go into the same classes with boys and girls five years younger; perhaps they ought not be, but they are, and in most cases will not.

Again it is being more clearly seen that every college needs a

number of fitting schools tributary thereto. If college classes are to be kept full and increasing it is not enough to have but one preparatory school connected with the institution. Since many drop out by the way there must be several feeders. The Western State University, allying to itself two or three hundred high schools, is an object worthy of study. High schools, when they look upward, naturally look towards the university and can not be relied upon to supply the college classes of the denominational institutions. Every academy which is an integral part of a college draws nearly all its students from an area enclosed by a fifty or seventy-five mile radius. If college classes are to have many recruits from beyond that radius the local preparatory school must gather them up, start them, and turn them that way. If the college has any real grounds for being by reason of its distinctively Christian aim, that reason would seem to justify the academy. The public schools are not godless; the Christian teacher is usually welcomed. Public sentiment approves solicitous care of the moral welfare of the pupils. Nevertheless the students of the high school are scattered here and there in homes Christian and unchristian, in various churches or no churches at all. A watchful minority usually oppose anything more than covert attempts to win pupils to Christ. The opportunities of contact between teacher and pupil are fewer and trammelled. In the Christian academy and college the opportunities of touching the student with Christian influence and impulse are far larger and more satisfying. Those were significant figures that B. Fay Mills developed on a recent evening in Omaha, nearly 2,000 Christians present, about 85% accepting Christ before the age of twenty. The Christian college attracts to Christian purpose and consecration as no state institution can; the Christian academy does it more. It is a fact of profound significance that the dearth in the ministry dates from the decay of the Christian academy. Of 5,000 Congregational churches in this country

about 1,000 are pastorless. Other denominations have similar lack. I know more about a little college in Michigan than any other; it has about 400 students, over half of whom are in college classes. Michigan university towers so high you can scarcely see Olivet college at this distance. But that little college sends more men into the Congregational ministry than all the state universities of the west put together. It has more representatives in our Congregational theological seminaries to-day than all these same universities, and most of the men it sends to the ministry get their impulse before they reach the freshman class. Success to the high schools and the university which crowns them, but Christ's kingdom needs the Christian academy and college if it is to have leadership and triumph.

If, then, the academy has a right to be, how many and where? Take the state of Nebraska. Here are several thousand students in the private normals and business colleges of the state, two or three times as many as are in the university and denominational colleges. They turn over their constituency at least once a year. The average college or university student attends two or three years. Their impress is put upon four, five, or six times as many young people as is that of the college or university. Special training in the common branches and short cuts for those who must cut are well; so especial preparation for the store and counting room; but the academy is better, because it stands for longer and stronger courses. Nebraska has two or three hundred high schools of every size, quality, and length of course. They will continually improve as the years pass. They each have six or eight or ten non-resident pupils more or less, in all, one, two, or three thousand. They will have two or three times as many ere long. The high school I attended in central Michigan has thirty or forty resident and fifty or sixty non-resident pupils. The county in which it is situated has several hundred non-resident pupils in the high schools. All over the older parts of

the state the same facts are found. The non-residents in Michigan high schools will amount up towards 10,000 pupils every year. High schools are well, but academies have a legitimate place and work especially in more rural sections where high schools are few and inferior in their grade.

Here are 5,000 young people more or less going from the farms to the private normals, business colleges, and high schools in Nebraska. Why should not the academy claim part of them? Would it not be better that it should? There would still be room for private normals and business colleges and still be non-resident pupils in the high schools.

If the academy did secure half this country constituency would there not be need of fifteen, twenty, or twenty-five such institutions in Nebraska with an average of one hundred pupils now and twice as many before many years? Each of the leading denominations ought to have four, five, or six feeders to its college or colleges—that is, a good many more academies than we have to-day. If that number were established it would seem to the writer wisdom to scatter them, placing one and only one in every three or four counties and among 40,000 or 50,000 people, no denomination trenching on the field already occupied by another. A year or so ago I carefully examined all the college catalogues of Nebraska and located the students by counties. Excluding students from other states there were, according to the catalogues of the colleges and the university, in '90-91 nearly 2,000 Nebraska students. About 1,600 from south Nebraska were in the institutions south of the Platte. If distance were no barrier they ought to have had about 800 students from north Nebraska since it has about half as many people. They did have a little over 100 students from that part of the state. Every one of these institutions got seventy-five per cent or eighty per cent of its student within a radius of seventy-five miles. The academy radius would be shorter and the great majority found within twenty-

five miles. Academies within forty or fifty miles of each other would not materially trench on one another's fields. Each would create its own constituency. Concentrating educational work in one place is a good thing for that place. It is a capital thing for Lincoln that as the mountains were round about Jerusalem so the colleges are round about it, but it isn't the best thing for the state. Many torches clustered give a brilliant flame, but if they were scattered more people would have light. Put every college and academy in a location in which, though that field be narrow, it has undisputed possession, and the largest service to the state will be rendered.

Very briefly concerning courses of study and teachers. The classical course should be foremost. It should be the hub of the wheel. It gives more mental power and training than any other. High schools face towards the world of business, not the college doors. Preparation for college is the exception, not the rule. The academy faces towards the college. If the classical course is to be recruited and have its proper prestige and power, the academy must bring it to pass. But the scientific and English course has its proper place in an academy. Scientific knowledge has conquered many new fields in recent years. If the disciplinary value of the modern languages be low their practical value is high. Even conservative New England has added these to her academy work, on a parity with the older classical course. Witness the Phillips Andover and Exeter of to-day. Besides these, at least in the West, the normal, business, and musical courses may be placed. They are demanded; they have their value. If placed there they should not be a trap to catch the unwary, but should be pushed each by its special teacher, and have genuineness and reality. It is, however, proper and desirable that those who have finished one of these lesser be urged to take one of the better courses in which the academy should find its chief field and do its chief work.

Concerning teachers I have but one suggestion: that earnest Christian character be as surely demanded as intellectual fitness. It would be folly to make mere piety and goodness the sole qualification, regardless of knowledge and fitness for teaching. It is equal folly to think only of mere intellectual training and forget Christian character. In the Christian academy and college at least these two tests should be so wedded in equal union that no trustee can put asunder.

Concerning endowments one point only. Interest-bearing funds are the key to success. In this material age, when so many worship at the shrine of bigness and external appearance, institutions may be generally measured by the size and beauty of their buildings more than the quality of their teachers, and it may be necessary to attract the eye of the groundling in order to get access to his mind. Nevertheless every additional building and every additional foot of building space increases fixed charges for care and maintenance, widens the gap between income and outgo, and makes the chances of ultimate success more hazardous. On the other hand every dollar of invested funds, dropping year by year its golden fruit, somewhat closes the gap between income and outgo; brings nearer the day of assured foundations and assured success.

It may not be usual, but it is certainly business sense, if an academy has \$10,000 to start with, to put two or three thousand dollars into a plain little building and securely invest seven or eight thousand dollars to help pay our rent expenses. If \$25,000 are at hand to begin with, \$20,000 in permanent funds and \$5,000 in buildings is certainly better than the reverse order. There is a little academy at Hull, Iowa, that is wise in its generation. Twenty-seven thousand dollars was secured a few years ago to start the institution. Seven thousand dollars was put into building and grounds, and twenty thousand dollars into endowment funds. That academy is flourishing and will be alive and

vigorous when others with good buildings and no endowments are dead and buried. There are not a few instances in older states of academies that have had their period of decay and even been closed for a time, but which revived and came to assured success because a little permanent fund of a few thousand dollars kept their roots alive till sunshine and warmth came. A small permanent fund will give an academy a pretty firm hold on life. It is, however, true that there comes a time in the growth of every state and section, when, whatever was true of earlier days, it must permanently go to the rear unless it can swell its permanent funds and enlarge its plant. Five thousand dollars or \$10,000 may do the first generation, but in the second \$20,000 to \$50,000 in permanent funds will be needed if it is to keep near the front.

My final point is an organic tie between college and tributary academies. That tie is very strong in early years when the college and academy are in the same place. We notice everywhere a tendency to slacken these bonds as the college department grows. It has, however, been the writer's thought for some time that it would be well if an organic tie existed between the college and the academy fifty, one hundred, or two hundred miles away. The usual fact is that a young college in a new state is jealous of an academy, fearing lest its meagre support be somewhat lessened. Grown stronger, it has hollow praise for the academy's work, but no cash. Would it not be better, would not sympathy and success be greater if their interests were made one? If they should agree to share gifts for current expenses and permanent purposes in some equitable way, and then when there was but half a loaf share each other's lack, when a loaf and a half divide the surplus; would it not be advantageous to both? Would there not be given every way in a clear division of fields in which to canvass for funds, the academy being confined, we will say, to the local association and the college having the freedom

of the larger state unit. Suppose a fairly strong college, like Iowa, Knox, or Beloit should forget its insatiable longing for more, and get \$100,000 for five tributary academies, should make each \$20,000, get as much more for building and additional endowment from the town in which the academy was located, should make the income of the \$20,000 held in trust pay the salary of the academy principal, should agree to find \$500 a year for current expenses, paying last bills only when the academy had raised an equal amount on its own local field, should covenant to set aside a certain reasonable portion of all their gifts for college endowments and new buildings for like purposes in the academies, when and only when they won them by certain reasonable amounts raised on their own academy fields in order to secure their proportion, would it not strengthen rather than weaken that college? Would those colleges not be stronger to-day if they had had the faith and courage to establish such relations in earlier years of weakness? There is that scattereth and yet increaseth and a withholding that tendeth to poverty in education as well as some other things. In such an organic union there could be local boards for the academies with large freedom in most things, and yet subject to control in matters relating to the interests of all, and there would naturally be a close adjustment of courses in affiliated academies in order that students might pass by a smooth and easy path from academy below to college above.

I know of but one instance of this adjustment. Colley university in Maine is a strong small college at Waterville, with half to three-quarters of a million in property and 300 to 400 students. It has linked to it three academies in organic relationship. One is at Waterville, one in the eastern, and one in the southwestern part of the state. The academies had grown spontaneously and lived at a poor dying rate for many years. The university management then took them in hand, raised permanent

funds, holding them in trust for them, helped them to get new buildings, and sent them on the road to assured prosperity. Four years ago they had about \$200,000 worth of property which has since been largely increased and 445 students. I was told by their treasurer not long ago that President Harper had made minute inquiries concerning their plan and its workings. It is not impossible that this young Napoleon of education, whose magical touch opens so many big pocketbooks, will yet launch on the world a plan of ten or twenty affiliated academies or academic colleges as the university is calling them, ending with the sophomore year, with \$50,000 or \$100,000 held in trust for each by the university board. Such a plan would assure the permanent leadership of the new university and be a potent force in shaping our future educational system.

THE BLAKE SCHOOL.

HENRY N. BLAKE, Principal.

This is a select preparatory and normal school for both sexes, located in the city of Beatrice.

The number of different pupils enrolled during the eleven years, since the opening of the school, is five hundred and thirty-nine. Two hundred and twelve of them were non-residents. One hundred and three past members having passed examination and received certificates from the county superintendent, have been or are now serving as teachers in this and adjoining states.

There are classes in all the English branches, including the higher studies, with elocution, singing, calisthenics, penmanship, and bookkeeping; also in Latin, and German.

Students are fitted for the University. Graduates from this school can enter the "University of Nebraska" without examination.

Special attention is given to the Normal review class for those wishing to become teachers.

Pupils are received at any age down to the youngest beginners.

The pupils are not graded after the ordinary manner but are classified so that each pupil stands upon his merits and is advanced according to the marks received in the branches pursued. There is no fixed and unalterable schedule of studies, nor is there uniformity of classes whereby dull and unworthy pupils are given equal promotion with those who are bright and proficient. The pupil is not overloaded with studies but is given such branches as he or she may pursue to greatest advantage. Principles, theories, and facts are taught largely by topics without special reference to certain text-books, and each member of the school is placed in the class for which he is fitted without regard to age. These are some of the features of the system of which a practical experience of many years has demonstrated conduce to great thoroughness and independent scholarship. The course of study, in addition to the ordinary and higher English branches, includes German and Latin. Prof. Blake has in Mrs. Lila S. Todd an able and faithful assistant who has charge of the preparatory department, and is also instructor of Latin. Miss Louise F. Wiebe, a finished German scholar, has charge of the German classes.

The very essential matter of perfect ventilation has been given special attention at this institution. The floors, walls, and roof of the building are as near air tight as can be, while for ventilation the pure air is taken from the outside, and passing up through the furnace becomes pure warm air to enter the rooms, perfect air currents being secured by large ventilating flues, which can be opened or closed at will.

REPORT OF THE
COTNER UNIVERSITY.

DAVID R. DUNGAN, President.

This institution, located at Bethany, a suburb of Lincoln, was founded in 1888 and was opened October 6, 1889. It has the following departments: Classical, modern classical scientific, commercial, normal, biblical, music and art, and medical; it has thirteen professors besides sixteen lectures in medical course.

The University had two hundred and thirty-two students in attendance during the last term.

DOANE COLLEGE.

D. B. PERRY, President.

It was the first denominational college in the state to do regular college work. Located by the General Association of Congregational churches of Nebraska in 1872, it is situated upon high table land just east of the city of Crete and overlooks one of the most picturesque and fertile regions in the state. Its campus of ninety acres, rising in well rounded knolls and falling away in slight ravines, which contain choice springs of water, with its large growth of forest trees and winding vines bordered by shade trees—combines beauty and utility in a large degree. One hundred feet above the neighboring river and fourteen hundred feet above the level of the sea it is a good health resort.

The college has three substantial brick buildings. One of these is used for recitation rooms, library, museum, and dormitories for young men. A second has a complete equipment for the study of astronomy. This observatory building is also the central weather station of Nebraska. The third building contains the chapel and dining hall and is the home for the ladies' department. The institution is therefore co-educational.

It has an able faculty consisting of graduates from more than half a dozen prominent colleges east and west.

There are four regular courses of study.

THE CLASSICAL COURSE covers the usual four years of classical study, and requires three years of preparatory work.

THE SCIENTIFIC COURSE occupies the same time as the classical; omitting Greek, it gives prominence to German, French, mathematics, and advanced sciences.

THE NORMAL COURSE, extending over four years, provides for a thorough acquaintance with the fundamental English branches, with a view to teaching.

THE BUSINESS COURSE, occupying two years, is designed to prepare for business life.

The college has also a conservatory of music which seeks to afford every possible advantage to those who wish to secure a well grounded musical education.

The library numbers six thousand volumes and three thousand pamphlets, and students are encouraged to make large use of it.

The museum includes about four thousand species of plant and animal life, in part carefully classified, in part used for purposes of study.

There are extensive facilities for practice in the biological laboratory—microscopes, microtomes, reagents, and dissecting instruments.

The college has surveyor's transits, chain, and level, physical apparatus to a limited extent, and sufficient chemical apparatus to perform all experiments needful to illustrate the principles of general chemistry and qualitative analysis.

The college is especially fortunate in its weather bureau. Not only has it the regular weather service equipment, but recently self-registering instruments of various fluids have been introduced, as the self-registering barometer, the self-registering rain gauge and the self-registering sunshine recorder. Perhaps there is no other

station west of the Mississippi river equally well furnished. This department is closely connected with the weather bureau at Washington, receiving weather bulletins from that source and distributing them over the state, and at the same time gathering in information from nearly a hundred regular observers in various parts of Nebraska and transmitting the same to Washington. The general government generously details an officer to do this work. While unsectarian, the institution is conducted upon distinctively Christian principles, its trustees and instructors believing that the highest results of intellectual training can be secured only as Christian character is developed.

Intellectually the aim is to do a high grade of college work, and the institution has an unusually large percentage of students in its college department—the past year eighty-three out of a total attendance of two hundred and two.

The college has made good progress in securing permanent endowments. Its interest bearing funds now amount to \$61,000 while its total assets in endowment, buildings, equipment, and lands are not less than \$200,000. No year has been better than the past as regards high grade students, the addition of appliances, and the increase of funds.

FRANKLIN ACADEMY.

ALEXIS C. HART, Principal.

The Franklin Academy Association was founded in the year 1880, its avowed object being to promote the cause of Christian education. The desires of the founders was to build and maintain a school for secondary instruction that should be second to none in the west, in the quality of its intellectual work, and which should at the same time exert a strong and beneficent Christian influence over the minds and hearts of its students.

The academy is under the patronage of the Congregational churches of the state, and while in a sense denominational it is in no sense sectarian. The religious preferences and beliefs of the students are always respected, and nearly all denominations are represented among the students.

The work of the academy is first that of college preparatory school, and its rank in this respect is shown by the fact that it stands first in the list of "accredited schools" as published by the state University, and that its graduates are accepted without question or condition in all the leading colleges of the west.

It also ranks high as a Normal School, giving a course covering three years of work after the preparatory English studies are completed, and including the elements of mental and political science and the theory and art of teaching.

Courses in instrumental and vocal music are arranged and very excellent instruction in these lines is given. The business course includes, in addition to the branches required for a second grade teachers' certificate, thorough drill in commercial law and the science of accounts.

Perhaps a summary of the work actually done by students during the last three years may show better the range of the academy work. Besides the common English branches, the following subjects have been completed.

In mathematics: Wentworth's Elementary Algebra, Geometry, and Trigonometry, and Wells's University Algebra.

In the classics: Latin, four books of Cæsar, six orations of Cicero, four books of Virgil and Jones' Prose Composition complete. Greek: The required preparatory work in Xenophon and Homer, thirty lessons in Boese's Greek Composition and some work in the New Testament.

In science: The work is mostly done in the laboratories, from two to three hours' work per day being required of each student in the following branches, except the two last named. The fol-

lowing text-books are used as guides: Colton's Zoology, Gage's Physical Science, Runin's Chemistry, Gray's Lessons and Manual of Botany, LeCareté's Compound of Geology, and Young's Elementary Astronomy. In modern languages, besides thorough drill in English grammar and elementary rhetoric, about fifty weeks in German is given.

In the Humanities it is difficult to state the work done, since so much of it is library work, the student so far as possible using the methods of original reading and research. In brief, about twenty-five (25) weeks have been given to the study of each of the following subjects: general history, civics, and economics, American and English literature, and psychology and education.

Eight teachers are employed, five of them being college graduates, and men and women of exceptional ability and enthusiasm.

During the calendar year 1893, one hundred and eighty-five students were enrolled and ten were graduated. The school owns and occupies five buildings; three large ones, a school building and two dormitories, one for each sex, and two smaller ones occupied by the music department. After deducting all indebtedness the academy holds property, real estate equipment and endowment notes, to the amount of \$20,000.00, and while still dependent in large measures upon the gifts of benevolent friends for its income, it is rapidly approaching the era of self support.

Founded as it was for the benefit of the children of the pioneers and homesteaders, it has always been the effort of the management to bring the advantages of the school within the reach of the poorest young man or young woman who had the necessary energy, pluck, and enthusiasm for true scholarship; consequently the effort has been to keep the expenses as low as possible. One hundred dollars per year has paid all charges of the institution for tuition, room, and board for four years past; and many students earn enough to pay all or nearly all their bills. Recently the academy has been put at the head of the list of academies on

the roll of the American College and Education Society; and with the assistance of this great national society the future of the academy would be assured, were it not already assured by the steady progress and the excellent record it has made and is making.

The aim of the school is not to make money; but to make men and women of culture and strength of character sufficient to give them the lead in the world's best work. That it is doing this, its friends and all who have watched its course with sympathy heartily believe.

GATES COLLEGE.

H. K. WARREN, President.

This institution is located at Neligh, Nebraska. It was founded in the year 1881 by the Columbus Association of Congregational churches, then covering nearly all of North Nebraska, and was open for instruction in September, 1882. Its board of trustees, four-fifths of whom by charter requirement must be members of the Congregational church in Nebraska, is as follows:

A. McGill.....	Creighton
F. I. Foss.....	Crete
William B. Lambert	Neligh
Mrs. G. W. E. Dorsey	Fremont
Rev. W. J. Turner.....	Neligh
Rev. J. T. Duryea, D. D.	Omaha
Rev. Henry Griffiths.....	Neligh
William C. Gallaway.....	Neligh
Rev. S. J. Hanford	Aurora
President H. K. Warren.....	Neligh
Prof. George A. Gregory	Neligh
Rev. Harmon Bross	Lincoln
C. M. Densmore.....	Stanton

Rev. M. L. Holt.....Neligh

Colonel S. S. Cotton.....Norfolk

Its faculty, as at present constituted, is as follows:

Henry K. Warren, A.M., President and Professor of Mental and Moral Philosophy.

George A. Gregory, B.S., Professor of Mathematics.

Herbert H. White, A.M., Professor of Latin and Greek.

Charles R. Clapp, A. M. M. D., Professor of Science.

M. Belle Chellis, Preceptress and Instructor in Latin and Literature.

Ezra B. Geer, Professor of Music.

Paul H. Finfrock, Principal of Business Department.

Mrs. Ida F. Finfrock, Stenography and Typewriting.

Mrs. Lucy Geer, Mrs. Anna M. Jenkins, Assistant Teachers of Instrumental Music.

Mrs. Mary F. Gregory, Teacher of Art.

Rev. W. J. Turner, Instructor in Mental and Moral Philosophy.

In the college department two courses of four years each—a classical and scientific—are offered. The former requires ten terms of Latin and Greek, the latter offers in their stead modern languages and science. For each of these courses three years of preparatory work are required. One requires two years of Greek, the other substitutes German, physics, and physiology therefor.

For the benefit of those preparing to teach, an elementary normal course of two years and an advanced normal course of four years are sustained. A musical course of high grade is also offered, while those looking towards business find a two-year business course adapted to their needs. The grade and quality of the courses are shown by the fact that students have repeatedly entered corresponding classes in the best of our older colleges without loss of position. This year one has thus entered the junior class in Oberlin and another the sophomore class in Knox.

The number of students during the past year has been 239, or if the attendance during the summer normal term be included, 302. Of these thirty-three have been in regular college classes and the rest in preparatory, normal, business, and musical courses. Nearly all sections of North Nebraska have been represented and five or six states.

The charge for tuition varies from \$16 to \$22 a year. Incidental fees are \$2.75 a term or \$8.25 a year. Board has never been above \$2 a week in the college boarding club. The yearly cost of tuition, incidentals, board, room, fuel, lights, books, and stationery varies from \$100 to \$150 and will not average above \$125. The college owns three buildings—a recitation hall, a ladies' hall, and a small laboratory. Their cost was \$18,500. Land, apparatus, and equipment are valued at \$9,500. During the past year the citizens of Neligh have erected a substantial brick gymnasium, costing \$2,500, for the use of the college and the citizens; and hereafter regular gymnastic work is to be required of all students in the institution. During the past year or two \$40,000 in endowment notes and pledges have been secured, which are beginning to be paid in. Towards this the faculty have pledged about one-third of their salaries, and students now in attendance, many of whom are earning their way, promise from \$1 to \$25 a year, in all between \$2,000 and \$3,000. The cost of conducting the institution during the last year was a little over \$10,000, of which \$6,285 was the gift of friends and about \$4,000 the receipts from tuition and other charges.

The opportunity of Gates college arises from the fact that all the other institutions of college grade in the state are in South Nebraska. South Nebraska has six times as many representatives in her colleges as North Nebraska has in those same institutions. Gates college seeks to till this field so little reached by the other colleges of the state and every year adds to the roll of friends who bid her God speed.

NEBRASKA NORMAL COLLEGE.

J. M. PILE, President, Wayne, Nebraska.

In September, 1891, a corporation was formed by the citizens of Wayne and vicinity, with an authorized capital of \$50,000, for the purpose of erecting and furnishing a college building. The citizens subscribed liberally for the purpose and with the \$25,000 thus raised, land was bought and building erected. The building is located three-quarters of a mile north of the depot and two blocks east of Main street. The foundation was built in the fall of 1891 and allowed to settle until the spring of 1892 when the work was continued and the building completed, and delivered to the trustees on August 27, 1892. The building has four floors. The first floor contains the science room, shorthand and typewriting rooms, and rooms for a family. The second floor contains the president's office, the secretary's office, library room, four large recitation rooms, and cloak room. The third floor contains the chapel, commercial room, and cloak room. The chapel and commercial rooms are connected with large sliding doors, that the two rooms may be used as one audience room. The seating capacity is 650. The fourth floor contains six large rooms, two for the art department and four for the music department. The entire four floors are heated with steam. The trustees have furnished building throughout with appropriate furniture and apparatus.

The college building with the dormitories represents an investment of more than \$30,000.00. All this property is now under the direct management of the president of the college and is used exclusively for the college.

In the fall of 1891, temporary quarters were secured and the college opened for students on the 10th of November. During the ten months from the opening until the new buildings were occupied more than 350 students were enrolled, representing six

states and sixty-nine counties. The college now has a strong faculty, and each department is fully organized and in charge of a specialist.

There are ten teachers employed with an enrollment for last year of about 400 students.

After completing a scientific course in this school the student may enter either the classical, mathematical, or special science course.

NORTH NEBRASKA NORMAL COLLEGE.

E. A. WHITWAM, President.

This institution, located at Madison, Madison County, Nebraska, has just entered upon its sixth year. It owed its origin to an arrangement made by the citizens of Madison with Rev. E. A. Whitwam, at the time president of McKendree College, Ill. A subscription was raised amounting in all to about \$6,000 and by careful management it was made to amount to much more.

A fine three story brick building was erected, and in the fall of 1887 the first term opened.

It was a venture that caused the corporation much misgiving, as Madison county was far less thickly settled than now, but the college has more than met the most sanguine expectations of its most sanguine friends.

An unusual number of the difficulties incident to such an enterprise have been met, some of them at times threatening the perpetuity of the institution, but it starts on its sixth year under the same management which first threw its flag to the breeze, with most of the difficulties removed, and the largest attendance in its history.

As to its grade and work, it holds a charter conferring on it all the powers of a university, and it aims to be a college in the fullest sense of that term.

The course of study of this institution will compare favorably with those of all respectable colleges. The institution has graduated eleven, while a very large number have taken from a term to two years or more of work in its halls.

It possesses a very fine library of well selected books covering almost every phase of work required of a student. For illustration it has many charts, and an excellent laboratory for illustration of physics and chemistry, and probably the finest geological cabinet in the state outside of the State University.

The principal departments are the college of liberal arts, the school of science, the school of *belle lettres* the school of pedagogy, the school of art, the conservatory of music, the commercial college, and the school of civil law.

In addition to the regular graduates in course, the institution has conferred four honorary degrees.

The college property is one of the most beautiful to be found anywhere, the college crowning a hill just south of the city, from which one of the most beautiful views imaginable is before the eye, look in whatever direction it may.

UNIVERSITY OF OMAHA.

DAVID R. KERR, President.

Bellevue college, founded by the Presbyterians of Nebraska in 1883, as a corporation became the University of Omaha in March, 1892. The old name remains, under the new charter, as the name of the "Department of Letters, Arts, Science, and Philosophy."

The University, as now organized, comprises Omaha Medical College, Omaha Law School, and Bellevue College.

The Medical College has sixty students, a faculty of twenty-five instructors, and furnishes the best opportunities for medical education.

The Law School opened in September, 1892, with ten students, has an able corps of instructors, and will be uncompromisingly devoted to a high standard of preparation for the law. Judge Maxwell of the supreme court of Nebraska is one of the lecturers.

Bellevue College believes that morality is as important as intelligence, that the moral faculties may be educated along with the intellectual, and that education is imperfect which does not attend thoroughly to both. The Bible is made a text-book in the same sense that history and philosophy are text-books. The curriculum embraces every department of study required by the times. The Academy furnishes instruction in art and music and in all requirements for business and teaching and prepares for freshman class in the best colleges. The requirements for entering the freshman class of Bellevue college are slightly in advance of the requirements for entering a university course in Nebraska State University, and are equal to those of the best eastern institutions. The average student entering Bellevue academy at twelve years of age will be graduated from the college at nineteen, thus securing economy of time and the highest scholarship. The expense does not exceed \$100 a year more than is necessary to live respectably on a farm.

The management is by the dormitory system. Every student is brought into intimate association with teachers, and is governed through his honor. No student can remain in the institution who does not show a wish to be honorable in every particular. The weak are helped and the wilfully bad are sent home.

The prospects of the institution are very good. The present attendance, seventy, is fully equal to the facilities. Additional buildings are being provided.

The Omaha Theological Seminary, organized in 1891, though not a corporate part of the University of Omaha, is a part of the

same educational movement and has an attendance of fourteen students.

WEeping WATER ACADEMY.

GEORGE HINDLEY, Principal.

Weeping Water Academy was organized in 1885, commencing work in September of that year. The attendance each year has averaged seventy. Since its organization twenty-six have graduated. The curriculum is such that the graduates are admitted fully to the freshman class in several of our best colleges without examinations. The school is under the control of the Congregational denomination. Rev. George Hindley has been its principal since its organization, his assistants being generally chosen from the graduates of eastern colleges. The standing of the school is such that it receives the patronage of the best families in the surrounding country. The prospects of the school have never been brighter than at present. This school is located at Weeping Water.

THE NEBRASKA WESLEYAN UNIVERSITY.

C. F. CREIGHTON, Chancellor.

The Nebraska Wesleyan University, located at University Place, is the one institution for higher education in the state under control of the M. E. church. It provides in the College of Liberal Arts, classical, philosophical, scientific, and literary courses; also non-resident and post-graduate work. It has special departments in art, music, elocution, and manual training. It provides also a special normal course. It has a preparatory department with a three years' course. Under the same management is the academy at Douglas, Nebraska. The plan contemplates several such allied academies throughout the state. Total enroll-

ment last year in all departments about 400. Value of properties and endowments \$500,000.

YORK COLLEGE.

J. GEORGE, President.

Up to the fall of 1890 the Church of the United Brethren in Christ, in the state of Nebraska, gave its educational support mostly to Western College, Toledo, Iowa, and to Gibbon Collegiate Institute, an academy founded in 1887 under the supervision of Western College.

The rapidly growing interests of the United Brethren Church in this state demanded a higher institution of learning in its own midst; to that end, in August, 1890, a meeting of prominent educators from Western College and representative men from different parts of the United Brethren Church in this state was held in Omaha, which resulted in the founding of York College at York, Nebraska, and the discontinuing of Gibbon Institute.

Before the meeting at Omaha the city of York had subscribed twenty-thousand dollars and donated three hundred and sixty-five lots to aid in the success of the enterprise.

Steps were immediately taken for the erection of the main building and for a complete canvass of the county to secure additional funds. The design submitted by C. C. Rittenhouse, of Hastings, was accepted and the contract let to E. W. Morgan, of York. The structure is of brick and stone and cost about \$25,000. It was completed in the spring of 1892 and dedicated in June of the same year.

The first session of the school opened September 8, 1890, in G. W. Wirt's business block, with thirteen pupils present the first day; the second year opened with one hundred and twenty-five. There has been a steady increase in the attendance from all parts of the state.

The curriculum embraces eight courses of study, viz.: Classical, scientific, normal, preparatory, teachers, commercial, music, and art. The school year is divided into three parts: fall, spring, and winter. The first contains fifteen weeks and the others eleven weeks each. The teaching force at present consists of twelve professors and instructors. This institution is located in the city of York.

INDUSTRIAL SCHOOLS, INSTITUTES FOR BLIND, DEAF AND DUMB, AND FEEBLE-MINDED.

These institutions may well be called educational and so properly have a place in this report, although they do not come under the jurisdiction of this department. They are in no sense asylums in the sense in which the term is used; for their inmates are taken through special courses of instruction and training fitted for their special needs and are discharged from their respective schools when they are "fitted for usefulness in society."

Brief articles from the heads of these institutions may be found in this report.

UNIVERSITY AND NORMAL SCHOOL.

These two state institutions, the one for higher general education, the other for the higher training of teachers, have made their impression on the state along with the other educational forces. The growth of the former institution has been marked, having more than doubled its enrollment since the last report of this office. While the normal school has labored under some peculiar embarrassments, these have been removed or overcome, and rapid progress both in numbers and in character may confidently be looked for.

THE UNIVERSITY OF NEBRASKA.

JAS. H. CANFIELD, Chancellor.

THE COLLEGES.

The University of Nebraska consists at present of three undergraduate departments or colleges, as follows:

The Academic College, including the general literary work;

The Industrial College, including the work in agriculture;

The College of Law, admitting to practice at the bar.

There are in operation in connection with these colleges, preparatory courses in which instruction is provided for students denied this opportunity in the schools of their own neighborhood.

A School of Graduate Instruction, not yet fully organized, is open to graduates of these and other colleges.

There is also a School of Fine Art and Music, in which, pending the opening of the College of Fine Arts, instruction is given in drawing, painting, modeling, and the history of art, and in instrumental and vocal music.

THE UNIVERSITY OF NEBRASKA

Is just as much a part of the public school system of the state as any high school in any community is a part of its system of public education. It is as though one who had completed his work in the graded school and high school, having passed through the first, second, third, fourth, and other grades, should look about him to see where he could find the twelfth, thirteenth, fourteenth, and fifteenth grades; and should be told that they are in Lincoln and are called the State University. With every step in education it becomes more and more important to provide more liberally for instruction, apparatus, and the general equipment which has been found helpful in advancing sound thought and

satisfactory investigation. Higher education is necessarily more expensive than that which is lower in form. This is why there are few graded schools compared with the rural or district schools; why there are fewer high schools compared with graded schools; and why there is but one university.

The University of Nebraska has for its sources of revenue: First, the aid received from the United States. This comes by a grant of seventy-two sections of land for the support of the State University, by a grant of ninety thousand acres of land for the Industrial College for the benefit of agriculture and the mechanical arts, and by a special act creating so-called Morrill Fund, which makes an annual appropriation for instruction in certain branches. Second, a fund is derived from a general tax of three-eighths of a mill upon each dollar of valuation on the assessment roll of the state. These resources enable the University to offer its privileges without charge, and this is why it is able to print in every circular and catalogue the words

TUITION IS FREE.

The law establishing the University provides that it may have five departments: first a College of Literature, Science, and Arts; second, an Industrial College; third, a College of Law; fourth, a College of Medicine; fifth, a College of Fine Arts. Of these the first three are in operation, a special course offers preparation for the best medical colleges, and opportunities are afforded for instruction in music, drawing, and painting.

BUILDINGS AND GROUNDS.

The principal buildings and appliances of the University are situated near the business center of Lincoln: occupying four entire blocks of ground within one enclosure.

University Hall contains the chancellor's office, the office of

the treasurer and superintendent of buildings and grounds, the several libraries and reading rooms, the chapel, society halls, and twenty lecture rooms.

Nebraska Hall contains the general museum and rooms for agriculture, botany, entomology, geology, horticulture, physics, and zoölogy.

The Chemical Building is devoted exclusively to chemistry, and contains the several laboratories and offices.

Grant Memorial Hall is occupied by the departments of military science and physical training.

The Boiler House contains seven steam boilers which supply heat to all the buildings on the campus, as well as steam power for the engines and dynamos of the electrical plant.

The Electrical Laboratory contains the engines and dynamos of four distinct and complete electric systems, and other electrical apparatus.

A large Green House is filled with a choice and valuable collection of plants for illustrative and experimental purposes.

THE GENERAL LIBRARY.

The University Library contains about seventeen thousand volumes. The reading room is supplied with some two hundred of the best American and foreign magazines and periodicals. The library and reading room are open from 8:30 A.M. until 5 P.M., and from 6:30 to 9:20 P.M. each academic day; and from 8:30 A.M. to 12 (noon) on Saturdays.

THE DEPARTMENT LIBRARIES.

The Biological Library contains about five hundred volumes on agriculture, stock breeding and general zoölogy.

The Chemical Reference Library of some seven hundred volumes is in the weighing room of the laboratory and is open to

students during working hours. It contains full sets of chemical journals, the leading text-books and other important chemical publications.

The Botanical Library consists of special works on systematic and structural botany, horticulture and forestry, and includes one thousand volumes besides a considerable number of pamphlets. It is supplied with full sets and current volumes of all the more botanical periodicals.

The Physical Library contains about five hundred general volumes together with a number of memoirs in pamphlet form. The more important physical journals are kept on file.

THE ARMORY.

The equipment of the Military Department consists of one hundred and ninety Springfield Cadet rifles with accoutrements, a battery of four 3-inch field rifles, fifty cavalry sabres, sixteen commissioned officers' swords and belts, musical instruments, and uniforms for military band, flags, etc.

The armory is open for drill and practice at stated times during the week. All male students in the college classes are required to drill six consecutive semesters, unless excused by the chancellor.

THE GYMNASIUM.

The Gymnasium has been opened to the young men and women of the University under the supervision of a competent director. It is not a play room, but the laboratory of the instructor in physical training. As such it affords endless facilities for regular and systematic exercise in various lines to students of both sexes. All students are required to take certain work under the director during the first two years of residence.

NON-ACADEMIC WORK.

The university extends a cordial invitation to all citizens of Nebraska who desire to pursue general courses of reading or to conduct special investigations, to connect themselves with the university or to correspond with the members of the faculty who are in charge of such studies. Suggestions as to authorities, arrangement of topics, prices of books, etc., will be gladly given. Those who may be able to pursue such special work at the university have the advantage of lectures, libraries, and laboratories.

All who are seeking special information or self culture and the highest lines of citizen life and influence, ought to feel that by the generosity of the state advice and information are freely placed at their command.

Supervision by correspondence will be cheerfully given to the work of reading circles and similar associations for study; and an occasional visit for some member of the faculty, when desired by such associations, can be secured on application.

The university is especially desirous of entering into correspondence with those who are willing to do something in the way of collecting the facts of local history. There is hardly an event so minute or an individual so unimportant as not to be worthy of recognition in this connection. We desire to have at the state university a complete record of the doings of Nebraska men and women in connection with the founding and upbuilding of this commonwealth.

WHO MAY ENTER.

Any young man or woman who has finished the course in a good country school may enter the university and find educational work and a welcome. The studies which must be completed before taking up the preparatory courses of the university and

which are not carried at all in this institution are: English grammar, arithmetic—fractions, denominate numbers, percentage and its applications, analysis and proportion, descriptive and physical geography, and elementary United States history.

Any student having taken work in advance of the very simple requirements just mentioned will be given credit for such work and will be allowed to take the most advanced standing consistent with his requirements.

All university work begins with the opening of the university year; but a student prepared to take advanced work may enter at any time.

NO CLASSES.

The old distinction of "classes" is not recognized by the university. The names of all students appear in a list, arranged alphabetically. Opposite each name are placed numerals indicating the number of courses required for graduation and the number of courses completed. A "course" is one study for each day in a semester, or term; or the equivalent of this. Students may not carry more than six and four-fifths courses in the first and second year of residence, seven and one-fifth courses in the third year of residence, and seven and three-fifths courses in the last year of residence, without special permission from the faculty. The minimum number of courses is determined by the conditions under which a student works; always subject to the advice and consent of the faculty. This arrangement enables a student whose health or means will not permit him to give all his time to his work to retain his connection with the university and ultimately secure his degree.

COLLEGE OF LAW.

Young men seeking admission to the bar should not forget that the College of Law at the University offers them every pos-

sible opportunity for sound instruction at the hands of some of the ablest jurists and attorneys in the state. The advantages of the school of law over office instruction are very great and widely admitted. Indeed, very few men think of entering upon practice in these days without this careful training. It is not so much a question as to whether a law student can afford to attend this college as it is a question whether he can afford not to attend.

ACCREDITED SCHOOLS.

Following is the plan by which the University recognizes certain schools as accredited in preparatory work.

Students to be fully equipped to enter the University, in any college or group of studies, must have mastered strictly preparatory work on the University standard as follows:

REQUIRED OF ALL APPLICANTS.

United States history; descriptive and physical geography; arithmetic (including fractions, denominate numbers, percentage and its applications, analysis, and proportion); algebra, (through quadratic equations, including involution evolution, theory of exponents and radicals, inequalities, proportion, variation, and progressions); geometry, plain and solid; ancient, mediæval and modern history; hygiene and physical training; freehand drawing; English, (spelling, capitalization, punctuation, and pronunciation; and a thorough, logical study of English grammar.)

ADDITIONAL REQUIREMENTS.

In addition to the above, applicants for admission to a classical course must have been instructed in Elementary Latin,* and have read three books of Cæsar, five orations of Cicero (with Latin prose composition), and four books of Vergil; and must have read

in Greek, four books of the *Anabasis* (with Greek prose composition), and two books of Homer.

Applicants for admission to a literary or philosophical course must have been instructed in Elementary Latin, and have read three books of Cæsar, five orations of Cicero (with Latin prose composition), four book of Vergil; have had one year of either French or German; and must be versed in elementary botany, chemistry, and physics, as hereinafter explained.

Applicants for admission to the English course may choose the course laid down as preparatory to a classical course, or to a literary or philosophical course.

Applicants for admission to the English course must have been instructed in Elementary Latin, have read three books of Cæsar, and five orations of Cicero (with Latin prose composition), and have had one year's instruction in either French or German; (or one year of Latin and two years of Modern Language, or three years of Modern Language—as he may elect); must be versed in elementary botany, chemistry, and physics, as hereinafter explained; and must have mastered plane trigonometry.

CREDITS FOR PREPARATORY SCHOOLS.

Schools offering preparatory work will be given credits as follows:

For Elementary Latin and one book of Cæsar.....	1 point*
“ Two more books of Cæsar; first, second, and third orations of Cicero; and Latin prose composition .	1 “
“ Fourth and fifth orations of Cicero, and four books of Vergil	1 “
“ Elementary Greek, one book of <i>Anabasis</i> , and Greek prose composition.....	1 “
“ Second, third, and fourth books of <i>Anabasis</i> ; prose composition, and first and second books of Homer.	1 “

For Algebra, as above.....	1 $\frac{3}{8}$ point*
“ Plane geometry.....	$\frac{3}{8}$ “
“ Solid geometry.....	$\frac{3}{8}$ “
“ Plane trigonometry.....	$\frac{3}{8}$ “
“ History, as above.....	1 “
“ Hygiene and physical training, which should be equivalent of one hour a week through one year.	$\frac{1}{8}$ “
“ Freehand drawing, not less than twenty lessons....	$\frac{1}{8}$ “

* A credit point is supposed to equal the work of one school year, with daily recitations.

For English, as above.....	1 point
“ Botany, as above; which we recommend should be carried two days a week in first term, three days a week in the second term, and three days a week in third term for one year; to be oral instruction only, and include a collection of one hundred plants in herbarium.....	$\frac{3}{8}$ “
“ Chemistry, as above; which we recommend should be carried for three days a week in first term, three days a week in second term, and two days a week in third term for one year; to equal a fair mastery of Avery's, Clarke's, or Eliott and Storer's Elements of Chemistry, with some laboratory practice	$\frac{3}{8}$ “
“ Physics, as above; which we recommend should be carried three days a week in first term, three days a week in second term, and two days a week in third term for one year; to equal a thorough knowledge of Gage's Elements of Physics, or an equivalent.....	$\frac{3}{8}$ “
“ French, as above; which should include a knowledge of the principles of French pronunciation, of the inflection of nouns and adjectives, the inflection and position of pronouns, of the conjugation of	

regular and of common irregular verbs, the ability to write correctly simple sentences, and such an ability to translate easy French as is to be gained translating at least one hundred and fifty pages. .1 point.

- “ German, as above; which should include the entire system of inflection, strong and weak verb, nouns, adjectives, pronouns; all the prepositions, a fair working vocabulary, written exercises on the points enumerated, and some easy reading, as Anderson’s “*Mærchen*” entire. 1

Any work not appearing in this credit list, as arithmetic, is regarded as work in grades preceding those which are strictly preparatory; and therefore is not entitled to a credit-point.

Any academy or high school that can furnish satisfactory instruction on any six of these points, will be placed on the list of schools accredited as preparing for the University. The work of preparatory schools will be carefully examined, and credits will be given for as many “points” as possible. The list of these schools will be arranged in order determined by the number of points offered by each school.

Any school asking to be accredited will be visited by a representative of the University faculty, who will report the condition of the school inspected. The faculty determine what credits may be granted.

The request for the accrediting of any school must come from the school board and be communicated by its secretary.

Students in accredited schools will be furnished at the close of each school year a credit card for each “point” completed, which when presented to the registrar will entitle the holder to a credit on the books of the University for such completed work.

Much advanced work is done by academies and high schools which cannot be recognized by the University, because not strictly preparatory work; but is in the nature of “finishing” rather than “fitting” work.

The University authorities wish it distinctly understood that they favor students completing the preparatory work in accredited schools, whenever that is possible; that they will do all in their power to strengthen and build up the local schools, whether accredited or not; that they do not feel bound to provide room or facilities in preparatory work for students who may carry this work in home schools; that the University reserves the right to reclassify, and if necessary demerit any student whose preparation proves faulty or insufficient; and that the University is pressing the connection with lower schools, not because the University needs numbers, but because numbers need the University.

THE CURRICULUM.

During the past biennium the work of the University has been thrown into groups. In the academic college the classical group is not unlike the course of study provided in the better class of New England colleges; except that only half of the work is required, and that done, a student may make free choice of whatever may be of greatest interest and benefit to him. Indeed, this principle of liberal treatment and of complete recognition of the maturity of the student mind is found in the entire arrangement of University work. The literary group differs from the classical in that it emphasizes the study of literature and substitutes the modern for the ancient languages. In the philosophical group Latin reappears, the modern languages are carried with a strong hand and the work in philosophy is doubled. In the English group the student may carry either the ancient or modern languages and either European or American history. Except as mentioned, these groups are identical; with just half their work required. All this work now leads to the A. B. degree.

In the Industrial College, the agricultural group emphasizes agriculture, horticulture, botany, chemistry, and entomology, especially in the relation of each to the every-day problems of

agriculture. The general scientific group is prepared for students who wish to pursue their investigations along this general line. The special features of the civil engineering group and of the electrical and steam engineering groups are indicated by their titles. In all technical groups the required work is increased and there is less choice of topics, as is natural and proper. For all this work the degree of B. Sc. is granted.

Suitable preparatory courses lead up to all groups, and now include a large amount of elementary work in manual training.

The College of Law shows a two years' course to graduation and admission to the bar, and one year's post-graduate work on problems more abstruse and more difficult to master. This last year is intended especially for young lawyers, who can find time in their early practice, or, perhaps, in the dearth of early practice, to continue their studies.

Seven full courses in Graphic Art and six in Music are offered freely to all students, in addition to the private and advanced work for which the instructors are allowed to charge tuition fees.

In addition to the regular groups of courses as mentioned, special courses are prepared for those whose time or means are limited. These are not to be considered the equivalent of a sound education; but they prove of great practical value to thoughtful and mature students who must push rapidly forward to practical and money-earning results. The special courses are as follows:

A two years' course preparatory to Law and to Journalism, a three years' course preparatory to Medicine (accepted a preparatory work and as the equivalent of the first year of their own courses by several leading medical colleges), a single year in Agriculture (including work in wood and iron), a single year in Pedagogics (for those who wish to increase their teaching power and value), a Sugar School (in which is offered instruction and training in all the processes connected with the beet sugar in-

dustury), a three weeks' Summer School for Nebraska teachers, and a short course of practical lectures for farmers.

The University, without waiting for the appropriations which should come from the general fund of the state, in 1891 established and carried successfully ten Farmers' Institutes in different parts of the state, and has already made provision for twenty-five similar institutes during the coming winter and spring. Its revenues, however, will not permit a continuance of this work.

NEBRASKA STATE NORMAL SCHOOL.

GEO. L. FARNHAM, Principal.

The two years, since the last report of the State Normal School have been marked by a reasonable degree of prosperity, in every essential particular. The number of graduates from both courses is ninety-seven; twenty of these from the higher courses.

The whole number in attendance in the normal department for 1891 was 456, for the year 1892 was 435, a slight falling off for the year, but this is largely accounted for by the greater care in registering only those who properly belong to the normal course.

The number receiving instruction in the school not in the normal course were in 1891, 95 in 1892, 103. Nearly all the graduates from both departments are now engaged in teaching in the state. The demand for normal graduates is increasing year by year. Quite a large number of applications for teachers, have of late been received, but it is impossible to supply the demand.

PRESENT CONDITIONS.

The present term shows a marked increase of numbers in the higher classes over previous years. The senior class numbers twenty-six, while the number in the elementary training class is seventy. No previous term of the school has been marked by more earnest and efficient work, on the part of both teachers and students.

PRACTICE SCHOOL.

As at present organized, the practice school is an efficient agency in fitting young ladies and gentlemen for the vocation of teaching. Before receiving the certificate of the board, each member of the training class spends from twelve to fourteen weeks in actual practice and observation, under the careful criticism of the superintendent of practice, and critic teachers.

At present the members of the practice school pay no matriculation fees. They receive gratuitous instruction from the school by the most skilled teachers, except for two hours each day, when they are in the hands of student teachers. These are observed and directed by the critic teachers. Most of these students reside in the immediate vicinity of the school. They are of school age, and hence draw the public money of the state, which goes to lessen the expense of maintaining the schools of the districts in which they reside. Provisions should be made by law requiring districts, relieved from the instruction of their children by the normal school, to pay over to the normal school board the money derived from the school funds on account of these children of school age. This sum would go far toward furnishing another permanent teacher for the practice school. Such teacher is much needed.

NORMAL SCHOOL LIBRARY.

Three years ago a commodious building was erected on the campus of the school, and occupied by the library, which now numbers 5549 bound volumes, including 750 public documents. There are 275 pamphlets besides unbound magazines. About 800 volumes have been added during the last two years.

The reading room is supplied with all the leading magazines, and with a large number of daily and weekly papers.

LABORATORIES.

The laboratories are well equipped, so that each student in all

the classes requiring laboratory practice can do individual work.

STEAM HEATING AND ELECTRIC PLANTS.

The last legislature appropriated \$1,000 for putting in proper condition the heating apparatus, by which the main building and the library are thoroughly warmed, and \$3,000 for an electric plant. The working of the heating apparatus is now perfectly satisfactory. The electric plant, after considerable delay, has been put in such condition as to do efficient service.

CONCLUSION.

It is believed that the school is in efficient working order. The faculty and students are earnest in their work, and the efficiency of the school grows with increasing facilities and age.

With this report, my connection with the Nebraska State Normal School ceases. The nearly ten years it has been my privilege to be connected with its administration has been marked by a good degree of prosperity. The main school building has been more than doubled in capacity, a beautiful and commodious library building erected, a steam heating apparatus and an electric plant have been installed, the dormitory has been enlarged and improved, the laboratory facilities materially increased. An observatory with a serviceable equatorially mounted astronomical telescope has been added to the school facilities, and the ground and surroundings improved and beautified.

One hundred students have been graduated from the advanced course, nearly all of whom are successfully occupying important positions. Four hundred and twenty-five students have graduated from the elementary course, and more than 2,000 students have received instruction in the several classes of the normal department. For the success that has attended my administration I am first of all indebted to the faithful and efficient corps of teachers, with which it has been my privilege to labor, and also

to the self sacrificing labors and co-operation of the normal school board.

For the uniform courtesy which has been shown me by all with whom I have been called to labor in this good cause, I shall ever entertain the deepest sense of gratitude.

INSTITUTE FOR THE DEAF AND DUMB.

J. A. GILLESPIE, Superintendent.

The Institute for the Deaf and Dumb is located at Omaha. Its buildings and grounds are valued at about \$117,000. It has a commanding location. The grounds are covered with trees of about twenty-three years' growth. The object of this school is to educate those children of the state who are too deaf to be instructed in the common schools.

All children are entitled to an education at the expense of the public. By reason of deafness this class cannot be instructed at home except at great expense in the way of special and private teachers, hence it is economy on the part of the state to assemble them in one place and provide special instruction for them.

The methods pursued in this school are what might be termed eclectic; not being bound by either of the general systems now in use in this country, viz.: *manual* and the *oral*. Both systems are used, and either, as seems best to the individual case.

Many of the pupils are taught speech and some are instructed entirely by speech. Aural instruction for the semi-deaf is a part of the work done here. This means that those having some hearing can be taught to use it, and perhaps to increase its power. Although it may seem to be a dormant sense, it can be awakened, cultivated, and used in the child's education. This method is becoming more popular with those who give it thought. By this means many can be graduated as hard-of-hearing speaking people rather than as deaf mutes.

The method of teaching language, as introduced within the

last year, is a presentation in the form of complete thoughts. The ideas are presented in pantomime by action work, by signs, and speech. The expressions for these thoughts are written upon the blackboard by the teacher in clear idiomatic English. While he writes the pupils follow with their eyes; when he has finished he gives them a moment to look at it, then he erases the work and calls upon the class to reproduce. Thus memory, strict attention, and rapidity of thought are cultivated. It is found that the children get better English expressions, and have fewer mute isms by this than by any method heretofore tried.

There is a technical department connected with the institute.

In the school of carpentry the boys are instructed in the use of tools. Some learn carving, some engraving, some turning and scroll sawing, all joining and repairing. Some pieces of their cabinet work would do credit to any shop or factory. This school has just finished a small building on the grounds which compares favorably with any of the others, as far as the carpenter work is concerned.

The school of printing provides work for another class. They are taught type-setting and job work. Most of the job work of the institute is done here. The *Nebraska Mute Journal*, a semi-monthly publication, is the work of this school and compares favorably with similar publications.

There is also a sewing school and dress-making department. All the girls old enough are taught to sew. The older ones do dress-making and fancy work.

The art department embraces instruction in drawing in the different classes. Studio work for those who take special interest and have special talents in this direction. The work in general in this department is such as is pursued in the leading art schools of the country.

The recent census returns give us statistics of the attendance in all the public schools for the deaf throughout the country, and cost, etc. In the decade 1840-1849 there were 501 pupils

in the schools. In each decade from that time till the present the attendance was 912, 1,563, 3,159, 5,910. In 1889, 6,596.

The annual cost per capita, including building, was in 1889, \$271. For the decade 1880-1889, \$252. The annual cost for 1889, excluding building, was \$206; for the decade 1880-1889, \$207. The averages for Nebraska from the same statistics were, for current expenses, \$201.50; total expenses, \$266.50. The census returns give also a list of two hundred children of school age not in school at that time. Thirty-six have entered since. There is a list of thirty names now ready to be admitted.

The buildings are now crowded and additional room must be provided by the present legislature in order that the work for which this school is established and maintained may be properly done.

The Nebraska school for deaf has a good name throughout the country, and it is favorably known in many foreign countries. It deserves the kind feelings and the warm support which it has received in the past, and it is hoped that the same will be continued in the future.

STATE INDUSTRIAL SCHOOL.

JOHN T. MALLALIEU, Supt.

The object of the Industrial School is to take the incorrigible and the criminal juveniles of the state and transform them into good men. The means used for the accomplishment of this object are educational advancement, industrial training, moral culture, and physical reconstruction. The results become more permanent and gratifying each year. This is possible for the reason that the state is placing more means at the disposal of the officers and teachers for developing the different phases of the work.

The discipline of the school during the past year has been of a very high order. This condition of affairs results from the extended experience of those in control, the inauguration and pro-

motion of military instruction in the different grades, the development of our industries and trade teachings, and the interest which is inculcated through our school grades.

The interest of the school does not cease when the boys leave the school. Homes are provided for the homeless, and the school continues to be the friend and counselor. Nearly all the boys for whom homes have been provided by the school are doing well.

There have been eight hundred and fifty commitments since the opening of the school. About five hundred and seventy-five have left the school, and fifty-seven transferred to the Girls' Industrial school at Geneva, Fillmore county, Nebraska. The enumeration of the pupils at present averages about two hundred and twenty.

The boys are taught printing, shoemaking, tailoring, firing, wood and iron work, carpentry, cooking, laundry work, farming, gardening, waiting on tables, and general house work.

The principal school studies are history, geography, grammar, penmanship, reading and writing. Literary exercises are also required. Some of the boys are taught instrumental and vocal music.

The religious services are conducted by a regularly appointed chaplain, who conducts a Sabbath school on Sunday morning and preaching services in the afternoon. The chaplain is also the agent of the superintendent in securing homes for paroled boys.

The institution is doing an excellent work and occupies a high position among the reformatories of the United States. It is recognized as one of the practical institutions of the country.

A paper is published semi-monthly, called the Industrial School Courier. The mechanical work is performed by the boys under the direction of an instructor. The editorial, local, and general literary department is under the supervision of the superintendent of the school. The publication of the paper has not only been of local interest, so far as the school is concerned, but also of general interest in the different counties of the state. By exchange-

ing with other papers we receive a large variety of reading matter, which has proven very beneficial to our school.

The school has never been in so prosperous a condition in every respect as it is to-day.

GIRLS' INDUSTRIAL SCHOOL LOCATED AT GENEVA.

J. D. McKELVEY, Superintendent.

Just beyond the northern limits of the city, on the brow of a hill which slopes gently to the north, stands the Girls' Industrial School. The institution belongs to the state and is one of great usefulness. Primarily, it is a result of a condition of society, and secondarily, it is the result of a recommendation of Superintendent Mallalieu of the Kearney School for boys.

It is a fact that the great work being done in these reformatory institutions is overlooked and underestimated, simply because the public is not made acquainted with every incorrigible, wild, and vicious character received for reformation, and dismissed purified, ennobled, and a proper subject for decent society. The penitentiary is filled with criminals too old to have their ways and habits changed; the industrial schools of the state are filled up with just such material in an undeveloped state. What a blessing to society, and what a grand thing too, for the wayward themselves is an institution, where, surrounded by all that is brightest and best, they are taught the duty of law abiding citizens and respectable society; where they are prepared to go into the world and make a living for themselves; where they learn to love labor rather than idleness, and where they learn that the life of a Christian is sweeter and more to be desired than one of sin.

The citizen who thinks that a teacher, at \$800, \$1,000, or \$1,500 per year, does not earn his or her salary, in transforming these embryo criminals into law abiding and respectable men and women, is entirely unacquainted with the work. From six o'clock

in the morning until nine o'clock at night, there is constant duty to perform. And what a duty it is! From every portion of the state—from the slums of her cities and from her broad prairies.—are gathered the wildest, most vicious and incorrigible of her young daughters. They have not known what it is to obey, else they would be at home. Many of them have never entered a school room and many of them are strangers to kindness. Sin has bounded them on every side, and the world has buffeted them hither and yonder until their young minds are poisoned with the seeds of anarchy, lawlessness, and sin. The law of the survival of the fittest, fills them as by instinct. It is to govern by kindness, and yet to govern absolutely, this conglomerated mass of rebellion, that a teacher finds a duty of heroic magnitude to perform.

In his last biennial report to the governor in 1891, Superintendent Mallalieu, of the Industrial School at Kearney, recommended that a separate institution be provided for the female inmates of the institution for two reasons. One of them was because of the crowded condition of the school, and the other was because he was convinced that both sexes would do better if separated. His suggestion was acted upon, and on the 26th day of January, 1891, Hon. Richard Dobson, of Fillmore county, introduced a bill providing for the construction of such a school near Geneva. It was passed and signed by the governor on the 4th day of March. On the 17th day of April the board of public lands and buildings arrived in Geneva and selected a site, adjoining the city, consisting of forty acres of land which the citizens of Geneva had agreed to give the state in case the school was located here. No handsomer or more valuable piece of ground could be found in the county and the board knew it. In addition to giving the forty acres of land, the citizens furnished the water mains from the city to the school, and did the grading around the building. On the 25th of August the corner stone of the school was laid with impressive ceremonies, under

the auspices of the masonic fraternity. Grand Master Slaughter and other masonic dignitaries were present to assist in the function.

The building is of the Italian Renaissance, of pressed brick, with stone trimmings, and very handsome. It is 112 feet long, 55 feet wide and 53 feet high—three stories and a basement. The west end of the basement is occupied by the laundry and bath rooms; the center by the girls' dining room and kitchen; and the east by the boiler room. The basement floor and wainscoting are of cement, except the wainscoting in the dining room, which is of glazed tile and very pleasing. The east end of the first floor is occupied by the class room for Family A; the center by the reception and superintendent's room, the superintendent's office, and the officers' dining room; the west end is occupied by the class room for Family B. Both ends of the second floor are occupied by dormitories and the center by the teachers' rooms, the guest chamber, the girls' dressing rooms and toilet rooms. All the wood work on the first and second floors is of oak, finished in oil, and exceedingly handsome. On the third floor are to be found the sewing room and the officers' and employees' rooms. It is said by those who know, that there is not a better built or a better finished public building in the state than the Girls' Industrial School at Geneva, and certainly there is none to boast of a more competent corps of instructors. Mr. J. D. McKelvey, the superintendent, is assisted by Mrs. McKelvey, as matron; Miss Myrtle Ord, in charge of Family A; Miss Carrie Duncanson, in charge of Family B; Miss Emily Brown, housekeeper; Miss Maggie Martin, seamstress; Mr. Chris Jensen, bookkeeper; Mrs. Jennie Tyler, cook; Mr. Tyler, gardener; Miss Jennie Martin, laundress; and Mr. Freeman Hoyt, engineer.

Mr. McKelvey was assistant superintendent of the Kearney school for years. Miss Ord is a graduate of the State Normal School and is thoroughly proficient in her work. To her firm-

ness and discipline she adds a kindness which melts the heart of the most refractory girl in her family—by family is meant department. The girls are divided into two families. The older ones and those who are charged with crimes more serious than incorrigibility are placed in Family A, and it is this class over which Miss Ord has a watchful care from six o'clock in the morning until nine o'clock at night. Family B, is presided over by Miss Carrie Duncanson, who also is a graduate from the State Normal School. Miss Emily Brown is a very efficient instructor and teaches the girls an important duty in every woman's life—that of housekeeping. The other departments are equally as well provided by competent instructors.

Each family has four hours of school each day, and four hours of regular labor. In the morning Family B has school from 7:30 until 11:30, and in the afternoon Family A has school from 1:30 to 5:30 o'clock. The girls are detailed for work in each department three months each year in order that they may become proficient in the work. A detail will work in the kitchen for three months, then in the laundry three months, and three months in other departments until the round is completed. When the girls came to Geneva, they were accustomed to look upon the work as being done for the state, but now they regard it as being in their own interests, and it is a very common thing, to have them ask the superintendent to permit them to work in some particular department in order that they may become more familiar with it. The snowy linen in the dormitories and dining rooms, the clean hands and faces, and the air of cleanliness which prevades the atmosphere of the building, must be an inspiration to those girls who were in utter ignorance of such surroundings previous to their being sent to the school. Instead of a place of detention, the institute is now regarded as a place of learning, and the inmates are encouraged in this thought.

When they enter the school they are given 4,000, 5,000, or

6,000 demerit marks, according to the gravity of the offense for which they are committed. For incorrigibility, they are charged up with 4,000 marks; for larceny, 5,000 marks, and general looseness, 6,000. Each day that they are perfect or that their motives are good, they are credited with ten marks. For an imperfect day they are credited in proportion to what they have earned. When their debt is entirely wiped out, they are held for one month longer, known as their honor month, during which time they are given unlimited privileges as a test of their reliability before being sent out into the world. If she have no home, one is found for the redeemed girl, for the superintendent has many inquiries for girls. When the school was opened last March, fifty-five girls entered it from Kearney. Since that time forty-five have been received and twenty-three dismissed as good girls, and not a single bad report has been received by the superintendent from any of them since they left the school. There are now seventy-eight girls in the school, and it has a capacity for but eighty. If they are committed to the school as rapidly the next two years as they have the past ten months, there will be no place to put them. The superintendent has asked for an appropriation of \$71,000 to erect another building and the legislature should grant it for the good of humanity and the reputation of the state. The original building cost about \$36,000 complete, but is not much larger than is required for an administration building. It is absolutely necessary that a boiler and laundry house should be built, and in the interest of safety, an electric light plant should be put in, for danger from the use of kerosene lamps in such an institution cannot be comprehended. In the past the school has been run upon the most economical plan, and it has been necessary to use the most rigid economy in order that the appropriations would go as far as they may. The appropriation has at last been exhausted and the school is now being run on credit until another appropriation can be made.

It is a real pleasure to read the letters which are received by the superintendent and teachers, from girls who have been dismissed from the school as having paid the debt they owe. They are always full of heartfelt thankfulness for the kindness which was done them, and they cherish a grateful memory of the kind but firm teachers who pointed out to them the errors of their ways and started them on the right path through life. These are the living witnesses and testimony to the good which the institution does, and which is therefore a benefit to the state. Whether working in the garden, making bread in the kitchen, washing in the laundry, or studying in the class-room, the girls are happy and seem to realize they have a new hold on life.

INSTITUTE FOR THE BLIND.

C. D. RAKESTRAW, Principal.

BOARD OF CONTROL—BOARD OF PUBLIC LANDS AND BUILDINGS.

EDUCATION OF THE BLIND.

At the biennial meeting of the directors of the American Printing House for the Blind at Brautford, Ontario, Canada, in July, 1892, it was decided that hereafter all books for the use of the schools for the blind should be printed in the New York point system; hence, particular attention in this institution is being given in the early and thorough instruction of the pupils in that system of reading and writing in both the literary and musical departments. That this change has been for the better is evidenced by the rapid and thorough progress the pupils are making in their studies. The raised print, or line letter, was good in its day and accomplished wonders, but the New York point far excels it in both rapidity and ease with which pupils read, while it also gives to them the accomplishment of being able to write with rapidity and ease.

In the education of these pupils we aim to develop their physical, mental, and moral susceptibilities to the greatest degree possible. Of all pupils, the blind need and should have the most careful attention in order to develop them into a "complete living." It is indeed very unfortunate that blind children are not placed, at an early age, under the fostering care of this institution which the people of Nebraska have so wisely and generously provided for the care and instruction of these unfortunate people. It is by no means an idle task to properly educate a blind child. When it is considered that in most cases some physical derangement accompanies their blindness, that the mind has been allowed to develop in a single direction, and that their *peculiar* home training has given them very strange ideas of right and wrong, then one may, in a slight degree, conceive of the earnest and conscientious effort necessary in order to give these pupils a proper education.

It is very unfortunate for both the child and the state that a blind child is kept at home for years through a foolish sympathy and a *mistaken kindness* on the part of parents, when it should be receiving the great benefits here which can be obtained by it in no other place in Nebraska. If those parents of blind children who foolishly refuse or neglect to send their children to this institution could only realize the great wrong they are doing to that child by depriving that child of advantages which would prove lifelong blessings, I am sure that there is not a blind child in Nebraska but would be enjoying the privileges and advantages to be obtained here.

In the physical development of the pupils, particular attention is being paid not only to the kind and quality of the *food*, but also that they take all out-door exercise possible. During "recreation hours" pupils are expected to be enjoying the pure air in promenading or such other *exercise* as they choose, while at certain times they are free to use the "gymnasium," which is

equipped with health weights, dumb bells, wands, and Indian clubs. As "cleanliness is next to Godliness," we have assigned each pupil in the school certain hours for bathing each week and these must be strictly complied with as much as any other duty. The boys' and girls' nurses attend to the bathing of the small boys and girls respectively.

By consulting the literary and musical course of study it will be seen that in the mental development of these pupils the aim is to make independent thinkers by means of a suitable and well-graded course of study. Of course, in the mental development of pupils much depends upon the energy and ability of the teacher in order that the best results may be obtained. The work in this line is being well done by my corps of teachers.

While paying particular attention to the physical and mental development of the pupil, by no means must it be inferred that the social and moral development is neglected. Of all people in this world, the blind should be possessed of the highest morality and the best social qualities. Their gentlemanly or womanly demeanor will prove a ready passport for them and materially aid them in the great "battle of life." It has been our endeavor at all times to inculcate the great moral principles of right and wrong. That much is being accomplished in this direction we are confident.

ENROLLMENT.

It certainly should be a matter of congratulation to the citizens of Nebraska to see the institution for the blind in a prosperous condition. The increased attendance for the biennial year is a source of gratification to all citizens.

The eighth biennial report of this institution shows an enrollment of seventy-two pupils and up to that time it was the largest enrollment the institution ever had. Since the organization of the school there has been a steady increase in the attendance,

which fact speaks well for the former administrations. As will be seen by the enrollment for the years 1891-1892 there have been just *one hundred* pupils in attendance, and to-day there are more pupils in attendance than ever before. The remarkable increased attendance of twenty-eight more pupils than ever before is a fact which is no more surprising than it should be gratifying. While these facts show that this institution is in a very flourishing condition, they also show that the blind of our state need to be sought out and informed of the institution and its advantages to them. It was my pleasure during the summer vacation to spend all the time possible in visiting all blind children and their parents I could. In such visits I found the most of these parents not well informed as to this institution and its advantages. On being thoroughly informed, as a general rule the child and parent were anxious that the advantages obtainable here should no longer be neglected. In this manner some *twenty-five* new pupils entered the institution for the first time this year, and by so doing such pupils really began a new life, with aspirations second to none. This increased attendance has filled the building to its fullest capacity, as you will see by the eighth biennial report that seventy-five or eighty is the estimated number of students capable of being cared for in the present buildings. Such is the fact, and with a superintendent who will do a little missionary work by informing the people of Nebraska concerning this school, there should be such an increased attendance here as will demand more room for the proper accommodation of the pupils. Even now, as new pupils arrive, it is necessary to provide more beds and bedding and crowd them into rooms already well filled. All of the rooms are well filled and every bed occupied. Such is the present condition as to enrollment, and this highly prosperous condition speaks well for the state of Nebraska. Now, as to the future. By means of the United States census report and by other means I have a list of some *three*

hundred persons of school age in Nebraska who "are blind to such an extent as not to be able to obtain an education" in our other public schools. This shows them that, for the years '80-'90, there were but 20 $\frac{2}{3}$ % of the blind in Nebraska of school age that were receiving an education, and that during the years '91-'92 there were but 30% who were taking advantage of the very liberal provisions offered them by our state. Although the *increased percentage* of enrollment is very gratifying, yet the percentage is far below what it should be. The causes of this apathy on the part of parents and pupils have been ably presented by the former superintendent of this institution, and I take the liberty to call attention to these causes in his words:

"That there are still quite a number of educable blind children in the state whose parents have not as yet seen fit to send them to this school is a fact greatly to be deplored. The causes of this lack of appreciation of the efforts of the state in their behalf have been given in previous reports and need not be dwelt upon here. In a few instances the reasons are legitimate, as in the case of those where hopes of recovered sight are entertained and treatment is being given, but the greater majority are detained at home for insufficient reasons. Some parents living in distant parts of the state claim that they are too poor to pay the necessary railroad expense for their children going to and returning from school. Others are so far forgetful of the true interests of their children as to purposely neglect the means afforded for their education, while others are simply careless, admitting the necessity, but postponing sending their children from time to time, and when the child finally starts in school he finds himself graded with those much younger in years and begins his education with a feeling of discouragement. Then there are parents who, through mistaken kindness, coupled, perhaps, with a misapprehension of the purposes of these institutions, keep them at home, fearing to place them in the care of strangers. It may be

stated as our experience that usually an interval of two or three years intervenes between the time when the first knowledge of the children reaches us and the securing of their attendance, although in the meantime every available means have been used to induce them to come. It would seem to me that a compulsory law adapted to meet these especial cases should be enacted."

DISCIPLINE.

The discipline here is such as is *necessary* in any boarding school admitting both sexes. Parents who entrust their little sons and daughters and their older boys and girls to this institution have a right to demand that such safeguards shall be thrown around their children that there will be no danger of their being led astray. The *theory* of the simple and *free family discipline*, sounds well and reads nicely in print, but advocating such a discipline for a mixed school simply exhibits a person's lack of experience in the world or an ignorance of human nature which is unpardonable. One of the most important lessons which the American youth needs to learn is a "cheerful obedience to law and order." While the requirements of the institution are in no wise oppressive, yet they are of such a character that a pupil is guarded thereby from temptation. They are imbued with the idea that law and order must be strictly adhered to, thereby inculcating in their minds one of the most necessary elements in *true American citizenship*.

In speaking of the discipline of this institution I desire to be distinctly understood that I have the *most sincere sympathy* with these pupils in their affliction and the discipline here, although *firm but kind*, has for its sole object the greatest good of each pupil. Under no circumstances should a person allow his sympathy to over-ride his better judgment in requiring of these pupils that which is for their ultimate good. In this connection allow me to quote from the Pennsylvania Report for 1891. "So-

ciety forgets that the blind are often what they are from indolence, and that it is its fault that they may be called the pets of society—boys and girls who easily win gifts; men and women who have been excused from their duties. Sternness and kindness are fellow-workers not often enough seen together. Just as long as the education of the blind is deemed by the majority of people a matter of charity and their faults and failures are overlooked or condoned out of mere pity for their affliction, just as long, in short, as they are not prepared to compete on equal terms with the seeing in those pursuits which they are equally capable of following, just so long, indeed, will our schools for the blind fall short of the utmost that lies within their possibilities.”

With the advantages afforded the blind here in the Literary, Musical, and Industrial departments, together with a kind but firm discipline, the blind of Nebraska will have a better *occupation* than *organ-grinding* and will have nobler aspirations than that of a *beggar*. Let the discipline of this institution always be such that its pupils will have been made better citizens by having attended here.

INDUSTRIAL DEPARTMENT—BOYS.

In the Piano Tuning and Repairing department the pupil is given his regular hour for *lesson* and practice, and while being instructed in the *theory* of piano-tuning he is given practical work by actually tuning such instruments as are kept here for that special purpose. For this work there are two square pianos and one organ. Recently there has been added an upright piano to the tuning and repair room. Those pupils who have a musical ear make good piano tuners and are thereby given an industry by which they can make a good living.

In the Broom Shop will be found all of the larger boys. To such pupils as have a musical education the broom shop gives an opportunity for an additional trade, and to such as have no mu-

sical ear it affords them the chance of learning a trade by which they also can make a living. The quality of the brooms made by the blind boys will compare very favorably with brooms made in the best factories. All of our brooms meet with a ready sale, both to the wholesaler and retailer. Chair caning is taught and the boys do very good work in this line.

GIRLS.

In the Sewing and Fancy Work the young ladies are taught sewing, knitting, and crocheting, and while being made familiar with the use of needles of various kinds, are at the same time given an occupation by which in after life they can gain a livelihood. Then, too, the convenience it is for a blind young lady to be able to attend to her ordinary sewing gives her a sense of independence which should not be undervalued.

In Bead Work the small boys and girls are taught to make all sorts of articles with beads and wire. By means of bead work the pupils are taught the free and *accurate* use of the hands as well as being taught various shapes, forms, and designs.

In the Industrial Department for both the boys and the girls, the main object kept in view is to provide each pupil with a means of livelihood by the time such pupil has completed the literary course. It will readily be seen, then, that the institution is giving these pupils not only a literary and a musical education, but also furnishing each with some means by which they can make an honorable living either by teaching music and piano tuning or by broom making and fancy work. Former pupils of this institution have proven successful in the above-mentioned work and are now successfully pursuing, in this state and elsewhere, industries learned here. As a matter of economy to the state, we cannot urge too strongly that ample provisions be made for the Industrial Department of this institution. Several years ago the building for the Industrial Department was burned and

has never been rebuilt. At present this department is being conducted in different parts of the building and premises as best we can. We are compelled to use a part of the laundry for a broom shop and a room in the basement for piano tuning and chair caning. The bead and fancy work in some recitation room, and the net and hammock making must be pursued *wherever* a pupil can find a place. For the proper development of this department there is needed at once a suitable building properly equipped. With such a building and appliances the Industrial Department could be made practically *self-supporting*.

ADAMS COUNTY.

F. M. BETTEYS, Superintendent.

The progress made by the schools of Adams county, during the past two years has been most satisfactory, although much has been left undone that might have been done.

A higher standard of excellence, has been the watchword of our teachers, and the results attained are ample proof of their faithfulness in this direction. A great work has been done all along the line, and this is especially true in arithmetic, grammar, physiology, bookkeeping and civil government.

The aim of our teachers has been, not *how much*, but *how well* the subject matter might be taught; and the earnestness with which they have labored has acted as a new impetus to many hitherto listless pupils. To-day, through the untiring efforts of our county teachers, almost every school district in Adams county can furnish three or four pupils who can pass a creditable examination for a second grade certificate before any board of examiners. My aim has been to elevate the standard of the *teacher*, well knowing that with a well equipped body of instructors, the educational interests of the county are in safe hands. One great obstacle to success has been, want of interest on the part of

the teacher; and for this reason we want men and women whose hearts are thoroughly enlisted in the work. We want practical teachers, practical parents, practical accommodations for teaching, and then practical results will be attained.

I trust that this cursory review of the progress made by our schools during the past two years will be satisfactory, and that the future of the youth of Adams county may indeed grow brighter, until the state of the perfect intellectual manhood and womanhood shall have been reached.

ANTELOPE COUNTY.

(MRS.) G. C. PALMER, Superintendent.

Antelope county comprises an area of eight hundred and sixty-four square miles, contains one hundred and fourteen school districts and an equal number of school houses, most of which are kept in good repair and furnished with patent seats, good black boards, maps, and other apparatus.

Our teachers as a class, are energetic and wide awake. They are progressive and ever ready to avail themselves of every means that will aid them in their work. Nearly all of them take one or more educational papers. At our last institute we enrolled one hundred and twenty-five teachers with an average attendance of one hundred and eighteen. A course of study for institute work was adopted which proved of much value and a success in every respect. Classification registers and the state course of study are used in all the rural schools. Several pupils will graduate from the rural schools this year. There are four graded schools in the county which are doing good work.

The Teachers' Association ceased to exist in this county two years ago, but at our last institute we reorganized it and it is now in a healthful condition.

Our school officers show a lively interest in the improvement

of our schools by their intelligent efforts to increase the effectiveness of school work. With much pleasure I hereby acknowledge the general promptness and efficiency of the school officers of the county. As a class they have been well chosen. While the schools are not all we could wish, yet they are in a prosperous condition and good progress is being made.

BLAINE COUNTY.

T. C. BECK, Superintendent.

Blaine county is divided into twenty school districts. Twelve of the districts are supplied with school houses and the necessary furniture.

Some of the districts have nine months of school during the year, while the majority of them can afford only a three months' term each year.

No high school districts have yet been organized in the county, and the probabilities are that this will not be done for some time.

This county has a very efficient corps of teachers who are faithful workers and deserve great praise for the able manner in which they attend to their duties.

As a rule the school patrons are taking a great deal of interest in the schools and frequently send their children to school in the adjoining districts after the school term in their own district has expired.

BUFFALO COUNTY.

N. P. McDONALD, Superintendent.

The schools of Buffalo county are improving year by year. In our 117 school districts are 143 well built school houses comfortably arranged. As a general thing they are well supplied with good blackboards and necessary apparatus.

There has been a systematic attempt to classify and grade all the country schools. Where the county superintendent has had the co-operation of the teacher and school board it has been a success.

School boards are making a constant demand for better teaching. In order to secure it they are offering higher wages and longer terms than ever before. This demand is being met by those who have made preparation for the business of teaching. The well-graded schools in our six towns, together with Gibbon Normal School and Platte Institute, are annually turning out material for superior teachers. Many of these enter our school rooms and by virtue of their ability and preparation our 7,500 school children are better taught and better trained.

BURT COUNTY.

E. A. SEARS, Superintendent.

Number of children in county, 4,173; whole number attending school, 3,198; average attendance, 2,065. There are a few over a hundred qualified teachers in the county, sixteen first grade, twenty third grade, and the great majority second. The standard of qualification has been raised fifty per cent in both second and third, and an average of ninety required for the first. Teachers reading the Reading Circle books are allowed twenty per cent as recommended by state superintendent. The younger teachers are encouraged to attend the adjacent normals. Good teachers get from \$35 to \$45 per month and there is an active demand for the best teachers. The average school attendance is not what it should be. The trouble is that many of the districts are too large, compelling children to go four or five miles to school in some cases and in some districts there is not room in school room to accommodate the scholars in the district, still division is almost impossible for fear of taxes. The county tax plan ought to be a

great boon to the country districts. Some of the districts levy from three to five mills, while the average for the county is twelve and one-half mills.

All of the teachers were provided with the course of study and institute manual and are making a great effort to classify the country schools. Irregular attendance is the great trouble and the compulsory attendance law does not cause an improvement, as it is nobody's duty to see that it is enforced. The schools are provided with classification registers which make the records very complete.

We have had two very successful meetings of the teachers' association and will hold two more, one in February and the other in April. The attendance was about sixty, discussions good, and very profitable meetings held. Most of the districts have been visited since I came into office, quite a number more than once. More schools are buying apparatus and school helps every year. About two-fifths of the school districts furnish books and supplies.

BUTLER COUNTY.

C. I. J. BARKER, Superintendent.

Butler county has eighty-nine and one-half districts, employing one hundred and nineteen teachers. Two new districts have been formed in the past year, and four good buildings erected. All the rooms are well furnished with patent desks. Generally speaking the houses are kept in good repair, and in many rooms we find a fair supply of apparatus, there being, however, a need of dictionaries and globes in some districts. Many districts are yet too large, some containing twelve sections, thus some are denied school privilege during inclement weather.

Our corps of teachers is largely normal trained employing approved methods and making good progress. The state course of study and Welch's classification are in use. This

year we began the use of uniform questions and monthly examinations in the country schools with a view to holding central and final examinations next year. Many of our schools are pretty well graded, but much remains yet to be done on this line. Better interest on the part of all concerned has never been manifested. The custom of hiring teachers for the entire school year prevails much more generally than heretofore, thus adding materially to progress in the work and raising the average of wages.

Nearly all boards have contracted for and are furnishing books, thus removing a great obstacle by insuring plenty of books of uniform kind. We find no cause for complaint concerning the performance of duty by the school boards except, perhaps, in the matter of visiting, and this neglect extends to other patrons as well.

Teachers' Association meetings are held monthly, and the attendance and interest are generally good.

Our institute was not so well attended last summer as it should have been, though this is partially explained in consideration of the fact that many of our teachers attended summer school elsewhere.

Upon the whole, we have reason for congratulation upon the condition of educational interests in the county and to hope for much in the future.

CHASE COUNTY.

DAVID OGILVIE, Superintendent.

The first school district in Chase county was organized in June 1886. There are now seventy-one districts, sixty-five of which have school houses.

As these districts had no school funds to begin with, they nearly all built sod school houses, doing the work themselves, and raising what money was necessary for lumber, etc., by sub-

scription. Teachers were then paid from twenty to twenty-five dollars per month, in school orders which they sold at a discount of twenty per cent.

In 1887 there were 479 children attending school, and the total expenditure for school purposes during that year was \$409. In 1892 there were 1,300 school children in the county, and the total expenditure for school purposes was \$15,930.36. The sod school house with its home-made desks and blackboard has had its day; the great increase in the taxable property of the districts making it possible to erect neat frame buildings and furnish them with improved furniture and apparatus. Many of the districts are now out of debt and, instead of paying twenty dollars a month, in orders, for a three months' school, cheerfully pay from thirty dollars to forty dollars a month, in cash, for a six months' term, demanding, of course, better work for the better pay.

The teachers of the county, generally, are deeply interested in their work. They have organized a Teachers' Association and meet monthly for mental and social improvement and the discussion of such topics as may lead to their greater success as teachers.

The educational disadvantages attending every new locality have, in a great measure, passed; and with reasonably good school houses and school furniture, uniformity of text-books furnished by the district, and zealous, competent teachers, there is no reason why the youth of Chase county, may not get a liberal country school education.

CHERRY COUNTY.

CYRUS W. KING, Superintendent.

Cherry county is situated in the northern part of Nebraska. It is the largest county in the state, having an area of 6,048 square miles. It is five times as large as Rhode Island, larger than Connecticut and nearly as large as Massachusetts.

According to the latest census reports it has a population of 6,420, including 1,581 children of school age.

It has seventy-five organized school districts and sixty schools now in active operation.

The county as yet is in a pioneer condition and the people are obliged to endure many trying inconveniences. These difficulties are rapidly being overcome or greatly modified.

Nearly every community in the county that is able to do so has organized a school district and is keeping up a school as well as the means at its disposal will permit.

Forces have been put to work within the last year for the improvement of our schools that promise very important results. Four local teachers' associations have been established that meet once a month. Special examinations are being held where needed and branch institutes for the convenience of those who live at a distance from the county seat are planned for the near future. Principal E. E. Good will make a teacher's training class an important feature of the Valentine High school during the coming winter term. All of the county papers, irrespective of politics, publish a school department, edited by the county superintendent.

A vigorous policy has been adopted that is receiving the hearty support of thinking people, and great pains is being taken to organize the schools and all school forces for steady, successful advancement.

The school boards generally are anxious that the school funds are used to the very best possible advantage. Most of our school houses are a credit to the communities that built them. Reasonable wages are paid competent teachers, but as yet the demand is greater than the supply. There is plenty of material in the county out of which to develop just such teachers as are needed. Determined effort is being made to train and energize this material and then place teachers where they can accomplish

the best results. On the whole, the outlook for the schools of Cherry county is very promising.

CHEYENNE COUNTY.

(MISS) MATTIE MCGEE, Superintendent.

When I took charge of the office of superintendent of Cheyenne county, January, 1890, there were sixty-five school districts in the county; now there are eighty-four, with petitions in circulation for three more. The sod school houses are being replaced by good frame ones in many districts. The majority of the districts now furnish text-books and other supplies. Teachers' wages are better each year as the districts become more able to afford it; consequently we have better teachers.

We have four successful teachers' associations in the county each year in different localities. Many of our teachers have taken the State Reading Circle work for the past three years. In August, 1892, a library association was organized by the teachers and now we have 918 books at their disposal. Notwithstanding our schools suffered much by the dry season of 1890 and a loss of several thousand dollars by the failure of a state bank, in which were deposited the county funds, I think they compare favorably with many western counties of the state. In 1890 and 1891 we had successful institutes with an attendance each year of sixty.

CLAY COUNTY.

N. M. GRAHAM, Superintendent.

Clay county has seventy-five districts and eighty-four school houses. During the past year seven new buildings have been erected, five of which displace old buildings. The new ones are more commodious, more substantial and better furnished at a cost ranging from \$600 to \$900. A number of houses are provided

with slate blackboard. But few are without wall maps, charts, globes, dictionaries, and book cases.

One hundred and twenty teachers are required to run the schools. The standard of qualifications maintained is as high as any in the state.

There is an organization of school board members which at first met annually. But the officers, realizing the benefits derived from meeting together, decided to meet semi-annually.

At the last meeting it was urged upon this office to keep up and to maintain a high standard of qualifications for teachers. I urge the necessity of liberal wages in order to retain good talent in the field. From this it is evident that the patrons appreciate the benefit and true worth of thorough and efficient work. However the fact that patrons, as a general rule, seldom visit the school, shows a lack of that hearty co-operation that should exist between parent and teacher.

Several years ago the county furnished classification registers for the rural schools. Most of these registers are quite satisfactorily kept by teachers; though a number of teachers fail or neglect to make out these records and thus leave no record for their successors. The school boards have been repeatedly urged to withhold at least a months' salary until all records are made out properly.

The teachers have an association which meets quarterly. The attendance and the interest manifested at these meetings are encouraging.

The financial support given the schools is quite liberal. The lowest levy made by any district at the last annual meeting was three mills (in this district there are several miles of railroad), while many levied to the extent of law. The average levy made by all districts is fourteen mills. Over sixty-seven thousand dollars were expended on the schools for the last fiscal year. For

each pupil as per average attendance, it costs \$24.91. For each pupil as per enrollment, it cost \$13.92.

CUMING COUNTY.

WILLIAM COLLINS, Superintendent.

The schools of our county are having much better attendance both in the city and rural districts. My visits to the schools have led me to believe there is better work being done by the teachers than ever before. Very few of the districts remain unsupplied with books by the school boards. This has a tendency to create a more regular attendance upon the part of the pupils and greatly increases the zeal of teachers in their work. Nine-tenths of the teachers are ladies. There have been but few applications for license to teach from males during the past year.

Beemer village has erected a fine brick building at a cost of ten thousand dollars; some very fine frame buildings have taken the place of the old buildings in the rural districts and school boards generally manifest great interest in the welfare of schools.

DAWSON COUNTY.

(MRS.) KATE BONAR, Superintendent.

Our schools have not attained the high position in the scale of proficiency that I would be glad to report, but the work being done is most encouraging.

We have three high schools located at points convenient for children from the rural districts to attend with but little expense. The principals of these schools are energetic, practical educators, and the influence of their faithful work is felt throughout the county.

The one thing demanded of the country teacher has been the systematized grading of the schools, and no praise is too great for the patient effort made.

There are but few schools in the county in which the grading is not as close as may be under the circumstances.

The year's school varies in months from three to nine. The salary per month runs from \$25 to \$40, the average being about \$35 for the winter term and \$30 for the spring term.

Many of our teachers manage to board and clothe themselves, attend a summer normal school and our county institute on this limited salary.

Fifty of our teachers take the State Reading Course, twenty take part of the course, and most of the teachers take one or more educational papers.

I hope the time is not far distant when such enthusiastic interest will be rewarded by better pay.

School officers, as a rule, are interested and seem anxious to make the best provision that the lawful levy for the support of schools will permit.

The annual institute was held in August and continued two weeks with half-day sessions. A few short business meetings were held afternoons.

Our instructors were able and efficient and their work was of the highest order. A deep and lasting impression was made upon mind and heart of the teachers.

Mr. J. H. Miller, of Lincoln, came to us unannounced and delivered a public lecture that was highly appreciated.

We have a County Teachers' Association that meets four times a year and a branch association that meets as often as practicable.

DEUEL COUNTY.

(MRS.) S. C. GERMAN, Superintendent.

Generally speaking, I believe the people of our county are giving more attention to educational matters than at any time past.

Teachers are becoming dissatisfied with their low grade certificates, and many of them are planning to attend some good school in the near future. School district officers are inquiring for earnest, competent teachers, and are willing to pay reasonable salaries to such.

About thirty of our teachers have taken up the state course of reading. The state course of study for country schools has been adopted in the county, and teachers are required to send monthly reports to the county superintendents showing just what is being done in each course, or grade. Monthly examination questions have been furnished to each teacher, and thus a uniformity of work secured throughout the county.

DIXON COUNTY.

(MISS) MARY SCHROEB, Superintendent.

Dixon county contains seventy-four school districts with seventy-five school houses all of which are frame, and most of them good buildings. There are eighty-seven teachers employed in the schools. By the last census we had 3,331 children of school age. The school officers, as a rule, take deep interest in school matters, and give their hearty support to any measure that has for its object the improvement of our schools. The teachers are earnest, zealous, and seem anxious to improve. Almost all of them are subscribers to some good school paper. Classification registers are used in all districts of this county, and we find them of great help in grading the schools. School books are furnished by districts, almost universally. Our Teachers' Associations and annual institutes are well attended, and have proven very beneficial.

DODGE COUNTY.

D. V. STEPHENS, Superintendent.

FOR THE IMPROVEMENT OF THE SCHOOLS.

A system of classification was introduced three years ago, and

has been improved year after year as experience and advancement showed it necessary. The system consists of a course of study for the country schools, classification registers, and reporting blanks, diplomas, and Welch's How to Organize and Teach a Country School. With this system the schools have been thoroughly classified and are pursuing the course of study. The supervision of the classification of the schools is very rigid, therefore the records are complete and accurate. In making visits each record is carefully scrutinized and blue penciled "approved" or "not approved" which insures correct reports from successive teachers. This method impresses upon the teachers that their work is subject to public criticism, and great care is used on their part to follow the instructions of the county superintendent.

FOR THE IMPROVEMENT OF THE TEACHERS.

A course of study, and a system of credits have been introduced and used with very gratifying results. The county association is divided into five sections, and the teachers are assigned to the different sections according to location. Each section meets eight times a year, and each teacher is held accountable for absence. The county superintendent is county manager of all the sections, and each teacher must file an excuse with county manager each month if absent. Each section has a local manager who reports the names of those present at each meeting, those absent, those tardy or leaving before meeting closed, and those taking part in the discussions, to the county manager who files these reports with the excuses for use at the close of the year. At the close of the school year a synopsis of these reports is made, and a certificate issued to those teachers having an average attendance of 80%. This certificate exempts the holder from examination for a period of two years, and gives the teacher a strong recommendation for professional interest. The result of

this system is an active attendance of more than eighty per cent of the teachers of this county at each month's meetings during the year. Before using the method of crediting teachers for professional work not over fifty per cent attended.

FOR THE IMPROVEMENT OF THE TEACHERS' INSTITUTE.

A four-years course of study has been adopted and used for the past three years. At the close of each institute the standing of each teacher is properly noted, and those who have a satisfactory record are promoted or graduated. Diplomas are issued to those completing the course. The result of this method is greater interest, harder work, and better attendance.

THE SCHOOL BUILDINGS.

The school buildings of the county are fair. The county has seventy-seven frame, and twelve brick buildings, seventy-eight districts and two fractional districts, 6,721 school children, and 128 teachers. The county employs seventy-five teachers in the country districts and fifty-three in the villages and cities. The school buildings are very well supplied with apparatus, and school officers show a reasonable amount of interest in education.

FRONTIER COUNTY.

N. H. JONES, Superintendent.

Frontier county, though comparatively a new county, has one hundred and four school districts, all of which have schools this school year. Ninety-five of the one hundred and four school districts have school buildings.

Seven years ago there was one frame school building in the county; now we have about sixty, one half of which have been built during the past twelve months.

The new school buildings are large, and, with few exceptions, furnished with plenty of blackboards and good seats. Some, also, have a fair supply of charts, maps, etc. Most of the old school buildings, though made of sod, are well seated. From the many improvements which we find in the condition of school property in the last year, we must admit that the school officers and taxpayers of our county are doing all we could ask of them in that line.

The school population of this county has increased three hundred, or eleven per cent in the last year, giving us now a school population of 3,008.

The schools of the county have suffered much ever since their organization from the inexperience of new teachers, who entered the profession without any normal training whatever. This being a new county, wages have necessarily been low, and for this reason well qualified teachers have been scarce. However, this difficulty will soon cease. The average wages paid to the teachers of their county at the present time are about thirty-two and a half dollars per month, an increase over the wages paid last year of about twenty per cent.

The grade of qualification of the teacher has been raised fifteen per cent this year, and we are much pleased with the results.

An effort has been made during the last six months to grade the county schools, with fair success.

We have four village schools in the county which are quite well graded—Maywood, Curtis, Eustis, and Stockville.

We hold teachers' meetings quarterly and generally they are well attended.

Most of my time is occupied in visiting schools. Reaching some of the schools is a great task; the county being large and much of it very broken.

GAGE COUNTY.

A. A. REED, Superintendent.

The are one hundred and fifty-two school districts in Gage county exclusive of the cities of Beatrice and Wymore. All but two are furnished with suitable buildings and a reasonable amount of apparatus. One has been lately organized; the other, the village of Liberty, lost everything by fire. Eighty per cent own their text-books. Most of the districts are out of debt and are able to meet expenses promptly. A levy of two mills would pay all school indebtedness of the county, though the burdens are very unequally distributed. The one hundred and forty-three rural districts vary in size from one and one-half to twelve sections; in valuation, from \$5,000 to \$60,000; in levy, from two to thirty-five mills.

All districts have had from five to ten months' school, the average being eight months. The average attendance has been fifty per cent of the enrollment, but the reports for the last term give evidence of an increase.

An effort is being made to classify the rural schools, with considerable success. Most of them are now following the state course of study and examination questions based upon it are issued quarterly from this office. Six pupils passed a satisfactory examination for graduation from the district schools last June, and this year there will be many more. In connection with the examinations report cards are used in all schools, increasing the interest of both pupils and parents.

The teaching force of the county is of good grade and is characterized by great earnestness. The supply has not been sufficient to fill all positions promptly, and it has been necessary to bring several teachers to the county to meet the demand. There has been an unusual scarcity of male teachers. Wages have advanced slightly and the tenure of office has lengthened. With

but few exceptions, teachers now employed will retain their positions throughout the year.

The teachers have a strong county association, with superintendent Pearse at its head, which meets quarterly; also five district organizations holding monthly meetings and attended by nearly all. The teachers receive credit in the records of this office for attendance at all these meetings. The reading circles aggregate one hundred and seventy-five members, and are doing excellent work.

During the year local institutes were held in different parts of the county, attended by all the teachers, with two exceptions, of the respective localities, the boards closing school to enable them to be present. In connection with the institute, patrons' meetings were held, which were well attended and were of much benefit to the schools.

The superintendent visited all schools during the year, and from the character of pupils, teachers, and officers, has reason to expect great progress the coming year.

GOSPER COUNTY.

S. B. YEOMAN, Superintendent.

Gosper county, though one of the western counties of the state, having been organized only about fifteen years and containing only 468 square miles, has sixty organized school districts within her borders, besides four joint districts with other counties. Fifty out of the sixty sod school houses, have been replaced with substantial frame buildings which are generally well supplied with patent seats, maps, charts, etc. The several districts support from three to nine months school during the year, averaging about seven months. Teacher's wages range from thirty to forty dollars per month in the country districts and forty to sixty dollars in town.

I have almost completed the work of grading the country schools of the county—only four remaining ungraded. These will be graded soon. A uniform course of study has been put in every school and the work of teaching systematized throughout the county.

A classification record has been placed in each school. A record of the work of each pupil for each term will be left at the close of each term for the benefit of the succeeding teacher. I have hopes of great good resulting from the new system of school work, in fact, good results are already apparent. Most of the districts furnish text-books. Gosper county will always be found in the front rank and abreast of the times educationally.

GREELEY COUNTY.

B. P. CRUNICAN, Superintendent.

The schools of Greeley county are in a prosperous condition. There has been increased activity and interest among the teachers and patrons in the past year. Since January 1st, 1892, I have formed three new districts and established a good Teachers' county library in connection with the Teachers' County Association which meets once a month. The synthetic system of teaching reading is used in a number of our schools. The state course of study and method of grading schools are taken to kindly by the teachers and used pretty generally. The schools generally celebrated Columbus Day, and planted quite a number of trees on Arbor Day.

HARLAN COUNTY.

J. T. LAMSON, Superintendent.

There are in this county seventy-two public school buildings, the greater portion of which are in fair condition, having patent

seats, a reasonable amount of blackboard, maps, globes, and charts, the latter representing a great variety of subjects. In many districts they lack dictionaries; we have been trying to impress upon the board the necessity of such work in every district. We succeeded in quite a number of instances, and hope to be able to place them in many more during the coming year.

We had a very pleasant and profitable county institute, conducted by Prof. McCary, of Orleans. It was held the forepart of August for two weeks. There were eighty-six teachers in attendance, and I think all felt that they were benefited by the work.

We have three county associations during the year; besides this, we meet twice a year in an inter-county association with three other counties. These meetings are held in different parts of the county so as to be convenient for all of the teachers at some one of these places, at least, during the year.

Our teachers as a general rule are doing good work; some are not as strong as they should be, but on the whole, I think they will compare very favorably with the teachers of the state.

The graduates of our high schools find ready employment as teachers in our county, and their services are in good demand in adjoining counties.

The people in the rural districts are waking up on the subject of education. Many are sending their children to the high school and not a few are attending school out of the county in higher institutions of learning. As soon as we can convince our people that poor work is dear at any price, and good work is cheap at a reasonable price, I feel that our county will soon move in the front rank.

HITCHCOCK COUNTY.

(MISS) JULIA CARMODY, Superintendent.

Our institute was well attended and hard work was done by all.

The instructors did good work. Their efforts were appreciated, understood, and are now being applied by most of the teachers throughout the county. Our teachers are progressive and willing to avail themselves of every means that will aid them in their work. A large number take some leading educational paper, and many two or more. Quite a number have works on teaching, and although the most of our teachers are young and with little experience in teaching, there seems a general ambition to rise in the profession.

We have organized a county reading circle and association. We have local associations that meet on second Saturday of each month, and the general association meets every three months. The general condition of the schools, I am glad to say, is improving. Although our county is new, our aim is to make our schools equal to any in the state.

HOWARD COUNTY.

J. T. PARKER, Superintendent.

There are sixty-nine school districts in this county and all had school during the last school year for the length of time required by law. There are seventy school buildings, of which sixty-seven are frame, two brick, and one concrete. Two school houses were built last year in country districts at an expense of \$1,300. These buildings are all in reasonable repair. All have some blackboard and very nearly all have some additional apparatus, such as maps, globes, charts, etc.

The attention of school officers and teachers has been called to the importance and value of a well selected library. One session of the Teachers' Association was devoted almost wholly to this subject. As a result, a general interest was aroused and considerable additions have been made to existing libraries and several new ones founded. At least one district has made a small

appropriation for this purpose, but in most instances the money has been secured by the efforts of teachers and pupils, who have solicited contributions from the people of the district and also given entertainments and charged a small fee for admission. The reading habits formed by pupils in early years are likely to go with them through life, and how much better it is to acquire a taste for wholesome and elevating literature than for the sensational and trashy productions which are so common. It has been the aim to crowd out the worthless and vicious by providing something worth reading.

The annual institute was well attended, the instructors competent, efficient, and practical; the teachers seemed interested and worked faithfully and enthusiastically.

Many of our teachers have obtained their education wholly in the common schools, and to them the institute work has been of great value and assistance. They have not only received new ideas of the purposes of education and methods of teaching, but have been stimulated to push on and make more thorough preparation for their work.

During the past year more teachers and young persons intending to become teachers have attended normal schools than ever before. More than one-half of the teachers now in the schools of this county have attended some higher institution of learning, such as normal school, academy, or college. Far the greater part have had some previous experience in teaching; a few have taught fifteen or even twenty years.

Our teachers as a whole are progressive and anxious for self-improvement; ready to adopt all hints and suggestions that promise better results. Fifty are doing the work of the State Reading Circle course, and some get several new professional books every year. Nearly or quite all read at least one educational paper and many read several.

During the last year thirty-three male and sixty-five female

teachers have taught in this county, a total of ninety-eight. For the previous year there were forty-six male and sixty-seven female teachers—a total of 113. This indicated that an increasing number of districts retain the same teacher throughout the year. In point of fact forty-four districts have done so during the past year. This shows progress in the right direction, as frequent changes of teachers are unquestionably detrimental to the best interests of the school.

The state course of study is in quite general use. A copy of this course and of the manual of institute work have been placed in every school and a careful study of both recommended to the teacher. Teachers have also been urged to explain the course of study to their pupils and have it read by them. At the beginning of the current school year blanks for teachers' monthly reports were sent out, based on this course. These reports, as they come in, show a manifest improvement in grading.

The school officers, as a rule, are interested in school work and discharge their duties with intelligence and fidelity. They are willing to furnish needed supplies when they can be made to see their utility.

Sixty-two directors reported text-books furnished by the district. Of the other seven, I think five now furnish books. The free text-book law is generally approved.

The amount of money expended for all school purposes the past year was \$32,924, an increase over the preceding year of \$2,273.

The total indebtedness of school districts, as reported last July was \$27,536, a decrease during the year of \$5,457.

The above statements show that our schools are efficient, progressive, and well supported by public sentiment. It is true that there is a degree of apathy on the part of some citizens, and that a few of our teachers are not as well qualified as they ought to be; and yet our schools are doing a grand and necessary work

and are worth far more than they cost, and are, year by year, increasing in efficiency.

JEFFERSON COUNTY.

CHAS. R. ATKINSON, Superintendent.

Educational conditions in Jefferson county are favorable for a healthy growth and development. We have a lively, energetic body of teachers who are bound together by an association whose regular monthly meetings are largely attended. A uniform character is given to the professional and other reading of our teachers by means of a library of 400 volumes, free to all who are willing to pay an annual fee of \$1.00 towards its maintenance. Attendance at institute is one of the qualifications of a Jefferson county teacher, and this assists still further in securing uniformity in our work.

The school population of the county is 5,478, of whom 2,824 are males and 2,654 are females. Out of this number there were in school at some time during the year, 4,269 pupils of whom 2,554 were males and 2,015 were females. This is a good showing, although it indicates that 1,209 persons between the ages of five and twenty-one years did not enjoy our school facilities during the past year; for not only do our enterprising directors enumerate the young married woman, but also, in spite of our efforts to keep them out, the eastern visitor and farm hand from Kansas will occasionally creep into the census. There are ninety-five districts in the county, including the city schools of Fairbury, and prosperous village schools of Endicott, Steel City, Diller, Reynold, Daykin, Harbine, and Jensen. Several of the school houses are painted and papered within, some are decorated with appropriate pictures, and all contain something useful in the line of apparatus. We will not present the other side of this picture on which might appear an occasional broken window,

defective black board, and smoky wall and ceiling, for it is not intended that these features shall be permanent.

Every district in the county has now adopted the free text-book system and it operates with very little friction. Last year there was expended for educational purposes in the county the sum of \$59,798.43. Three new school houses were constructed during the past year and others which have outlived their usefulness will probably be replaced during the coming year.

While we can not say that the cause of education in our county flourishes like a "green bay tree," our present condition encourages us to look hopefully into the future for better work and happier results.

KEITH COUNTY.

(MISS) LAURA RECORD, Superintendent.

All the people of the county reside in school districts and have schools to attend either in their own districts or there is provision made for the pupils to attend school in an adjoining district. Many districts are six miles square while the smallest district in the county contains six sections. The northern part of the county has not been organized into school districts. There are about forty teachers teaching in the county at present of all ages from fifteen to fifty-eight. The majority are progressive; only four are teaching on third grade certificates. I find the schools better graded than they were a year ago. More than half the teachers are members of the Reading Circle.

LOGAN COUNTY.

(MISS) LAURA PETERSON, Superintendent.

Although we labor under disadvantages unknown to those who are not familiar with frontier life, yet we are progressing as

our eastern friends. I have lately had the opportunity of visiting schools in Iowa and was very agreeably surprised to find that we were in no way to be discouraged as to our advancement.

Owing to small compensation received by us it is impossible for myself and teachers to attend teachers' associations frequently although it is our greatest desire to do so.

At present our schools are all in session under the management of competent teachers. The majority of these are not familiar with the higher branches, but are thorough in those taught in our schools.

I have one fault to find with my teachers; I have repeatedly called for county meetings and have done all in my power to get them interested, yet our attendance is very small, owing somewhat to the long distance some are forced to travel in order to attend.

We have lately organized a library association, have purchased a small supply of books with the proceeds of a teachers, entertainment; we hope to add to our library as time passes.

MADISON COUNTY.

R. G. MOSSMAN, Superintendent.

In July, 1868, H. A. Barnes, first county superintendent, formed District No. 1 and Mrs. M. A. Ellis taught therein the first school in the county. The following year District No. 2 was formed, Mrs. Kidder acting as their first teacher. The earliest distribution of the state apportionment seems to have been made in June, 1869. This amounted to \$91.00 and was divided between the two organized districts. The first census report shown in the county superintendent's office is for 1874 and enumerates 767 children of school age, evidently a great increase over 1868 and 1869.

The succession of county superintendents appears to have

been as follows: H. A. Barnes, L. F. Taylor, E. M. Squire, F. A. Cogswell, J. B. H. Sullivan, Geo. S. Hurford, E. M. Squire, F. J. Hunt, L. B. Bohannon, R. G. Mossman.

On Mr. Hunt's accession to office in 1882 the number of districts had increased to thirty-one, with a school population of 1618. It is difficult to get at the work done up to and including his term of office. If the records in the county superintendent's office are reliable, to Superintendent Bohannon belongs the credit of conducting the first teachers' institute in the county, in August, 1886, with an enrollment of sixty-five. Much was done by Mr. Bohannon in the way of raising the standard of teachers and securing a uniformity of text-books. He died two months before his third term of office expired, the remainder of the term being filled by his wife, Mrs. Edith Bohannon.

Especial efforts are being made the present year along two distinct lines of work. FIRST—The close systematic grading of the country schools. The Nebraska state course of study is used and every child entering school is required to take all the work of his grade. He is given credit for what he does and continues the work next year from where he leaves off this year. SECOND—The placing of a school library in every district in the county. Already some of the districts have responded and others will fall into line before the year is ended. In most cases this library will be secured by voting a tax for that purpose.

To sum up: From the beginning in 1868 with one district and one teacher and a probable 150 school children, we have increased to seventy-seven districts with a school population of 5,157, employing 108 teachers. Of these 108 teachers now engaged, six hold state certificates or diplomas, nine hold first grade county certificates, sixty-nine hold second grade certificates, and the remainder are teaching on third grades. The state apportionment has increased from \$91.00 to \$1,810.22. The pay of teachers does not seem to have kept pace with im-

provements in other lines, the highest wages in a country school this year being \$45.00 per month.

From any and all kinds of books or no books as it might happen, we have changed our condition until about seventy-five per cent of the children are furnished books by the districts.

The per cent of especially trained teachers through normal schools and universities has increased from perhaps five to seventy. This takes into account both our town and country schools.

Norfolk and Madison offer good high school courses, and some of our country schools are doing excellent work. Comparing our present with the past, and trusting to earnest, honest effort for the future, we have no fears as to the educational development of Madison county.

NANCE COUNTY.

W. A. T. CAMPBELL, Superintendent.

Nance county has fifty school districts, with forty-nine comfortable, well furnished frame school houses—in all, fifty-eight rooms. The enrollment is more than eighty-five per cent of the school population.

By far the larger part of the population of this county is American born. In a few of the schools the foreign element predominates, but I find such schools generally not less intelligent and as deeply interested in the educational welfare of their children as the Americans. As a rule, with the usual exceptions, the school officers are wide-awake, intelligent men and women, deeply concerned for the best interests of the school. As an evidence of this all school-houses are furnished with patent desks and with few exceptions such additional apparatus and books as are necessary to the success of the school. All except two districts have complied with the new law requiring districts to fur-

nish text-books and all other school supplies. The operation of this law has proven very satisfactory.

The work of the teachers is becoming more efficient each year. Wages are better than formerly, the lowest paid being \$30. The county Teachers' Association meets once in two months. The Teachers' Library Association, organized last spring, has at present over one hundred dollars invested in books and the membership is steadily increasing. I know of no more important auxiliary of the teacher's work than a well selected library.

The course of study issued by the state superintendent is the adopted standard in this county. A pupil who finishes the common school course is entitled to a diploma issued by the county superintendent and school board. He is also entitled to admission to the high schools without examination in the branches in which he has passed. The high school and common school courses of study do not harmonize; but it is impossible to harmonize them until certain essential conditions are brought about. One is that there should be at least nine years below the high school. As this cannot be until the teaching force can be increased, the existing arrangement seems to be the best that can be made for the time.

The Fullerton schools are doing excellent work considering the present crowded condition. Six teachers are employed with an enrollment of 327. The Genoa schools have 190 enrolled and five teachers. Interest is increasing and the standard is being gradually raised. The work in these schools is tending toward *good* rather than *ornamental* results.

As a result of these various favorable conditions, our schools, I feel confident, are considerably above the average in point of interest, attendance, scholarship, and general good results.

REPORT OF THE
NEMAHA COUNTY.

W. M. CRICHTON, Superintendent.

The school population of this section of our state has not increased as in many of the frontier counties, where immigration is more active. Our "school age" census now shows 4,843, a gain of seventy-two over the enumeration of last year and an increase of 1,229 over that of fifteen years ago. The average attendance in our county, last school year was excessively low, owing to the long continued cold and very wet weather of the spring of '92, the parallel to which is not in the recollection of the oldest inhabitant. For the entire year the average attendance was 43.25 per cent of the enumeration, and 56.1 per cent of the total enrollment. During the autumn and winter terms we show a better record by about eleven per cent.

The teachers, in a fair percentage of the schools, are following their work in a professional spirit, while some who are avowedly making the school room a stepping stone to something more congenial to their tastes, are conscientious and earnest in the discharge of their duties, and the work at present going on in our rural districts is creditable. There is but little tendency towards hobbies and specialties, but a uniform attention to the entire curriculum. Although "instruction in the art of reading" was specialized during our last institute, but little enthusiasm has resulted, and the subject is not successfully taught in a large majority of the rooms. Vocal music, too, was presented at our institute by an expert, but comparatively few of our teachers have, as yet, become sufficiently conversant with the principles of the science, or sufficiently conscious of its importance to attempt active and systematic instruction in the art of singing. Something however has been secured. There are few schools that are not opened or closed, or both, with singing, the instructors evidently feeling that vocal music ought, somehow or other, to be a part of

their daily programme, while several of our more advanced workers have heartily undertaken the subject, as well as that of elocutionary drill, in a more or less effective manner.

The number of districts in Nemaha county has been increased during the year by two. We now have seventy-eight districts. We have built three new school houses and a fourth is in progress of erection; one of these contains three rooms, and all are constructed after the most approved modern pattern, except in the items of heating and ventilation. Most of our rural school people are matter-of-fact folks, and not progressive in the extreme sense of that term. Experience has compelled them to be rather timid in regard to any new devices. The idea of heating a country school room by any form of furnace, and ventilating by a system of flues and registers appears to them to be expensive and of doubtful utility. They invariably decide in favor of the old-fashioned heater. New things are being discussed, however, and a few years will work the required change in this particular also. It will be the rule, not long hence, that every stove in the school room shall at least be surrounded by a fender jacket and be provided with a fresh air flue from the outside atmosphere.

Our rural schools are generally very small and the work correspondingly dull and uninteresting to any but a thoroughly equipped and enthusiastic teacher. An immense amount of energy has been expended during the past seven years in continued, persistent, and honestly directed effort to reduce the schools of our county to a graded system, in fact as well as in name. It must be acknowledged that the result is far short of the desired end. Nevertheless, the course of instruction, emanating from the state department, has been placed in each district and at least passively adopted by the respective boards. In the hope of more actively interesting the people in the classification of their children in school, the common school course of study was incorporated in a "school manual" during the past

summer and, as far as practicable, put into every family in the county.

In nearly all of our districts the people at their last annual meeting voted from seven to nine months of school, but three districts voting the minimum allowance. Teachers' salaries in this county run from \$25 to \$50 per month, the usual compensation being \$35. The country school rooms, with three or four exceptions, are comfortable and conveniently situated. The exceptions are old servants whose owners are too much attached to them. One log school house still remains a relic of pioneer simplicity no less than a monument of modern economy.

We have in our county five city and village graded schools, comprehending twenty-one rooms and employing twenty-two teachers. Of these the Auburn city schools contain an accredited high school, in which all the schools of the county, by common consent, culminate. At the close of the last school year we graduated, out of our common district schools, and into this high school, nine boys and girls, all of whom have entered this high school, or have themselves engaged in the work of teaching. In addition to the above we have three parochial schools, under the Evangelical Lutheran church, and which have enrolled about 120 pupils and have been in session from five to seven months.

We have in our county 135 professed teachers, many of whom hold certificates and teach a part of the time as occasion offers following some other vocation a portion of the year. Of these, one carries a professional certificate; one, a normal school diploma; eleven, registered normal school certificates; four first-grade county certificates; fifty-seven, second-grade county certificates and sixty-one, third-grade certificates.

Our county institute convened on the 25th of July and continued four weeks. The work done was largely academic, elocution and reading, vocal music, physiology and hygiene, and penmanship being emphasized. The county association holds quar-

terly sessions during the year, confining itself to the discussion of methods, ways, and means, etc. There are very few teachers in the county who do not take some good teachers' periodical, and read educational literature.

In the administration of this office, we have made eighty-four visits. The object of these visits being observation of methods, advice, friendly criticism, and confidential counsel, for the encouragement of every worker and the strengthening of the younger members of the corps.

School finances are in a highly satisfactory condition. The district indebtedness on the 11th day of July was \$27,895.78 all of which is amply provided for and will be duly liquidated.

To sum up, the educational affairs of Nemaha county are in a fairly satisfactory condition.

NUCKOLLS COUNTY.

V. A. THOMAS, Superintendent.

Having discovered in the early part of the year that our primary scholars were being sadly neglected for want of knowledge on the part of our teachers to keep employed and interested the little folks, I engaged an efficient instructor in this line of work, which gave new life to our institute and which is telling in the schools of Nuckolls county more than any other work that has been done. Teachers who were *almost* a failure before are now a *complete* success, finding pleasure in doing work which before, to them, was a dread.

Nearly all our teachers are forming their classes and working their schools into line for a complete gradation of the same. We have eighty-four school districts in this county, employing 104 teachers, who, with but few exceptions, are doing good work. Wages have had a tendency upward, averaging about five dollars per month more than last year. Do not think we have done all

that we can do, but we are going into the work the coming year to do twice the work that has been done in the past year, which we think will not be a very difficult task with the knowledge we now have of the work and its needs. We are expecting a closer organization for the great work which is before us.

PIERCE COUNTY.

HASON TURNER, Superintendent.

Pierce county organized 1871 with three school districts and three teachers. Pierce county now has fifty-eight school districts and seventy-one teachers, employed from three to ten months during this school year, with an average wages of \$32.60 per month last year. It has sixty-two school houses, worth from \$400 to \$5,000 each. We have an assessed valuation of \$1,601,042.41. The average levy for all school purposes, except school district bonds, is 14.3 mills. We have an average of nearly seven and a quarter months school for each teacher. We have an average of eight and three-quarter months school for each district. Our bonded indebtedness is \$14,688 at six to seven per cent interest. We have an efficient corps of teachers who are giving their best efforts, and with success, in training the youths of the county in a theoretical and practical line of their duties to themselves, their parents, state, and country. All the branches of the common course are taught in the rural districts. Plainview and Pierce each has a corps of four teachers and instruct in all the common and higher branches taught outside of the State University. Our schools are generally graded, but not what we would like them to be for certain reasons. Our uniform system of school books throughout the county, adopted in August, 1891, is quite generally accepted by all the districts along with the free text-book system, and is very generally approved by every one interested in our public schools. Our schools are gen-

erally supplied with maps, globes, charts, and other necessary material for conducting a well regulated school.

PLATTE COUNTY.

M. M. ROTHLEITNER, Superintendent.

There are in Platte county seventy-five school districts and ninety-two schools of all grades, besides six parochial schools, which are largely attended.

The buildings of the cities and villages are elegant structures, and many of the county school houses are well built and substantial, and are well kept; a few being as scrupulously cared for as are the best in town and village.

With few exceptions the general condition of schools in Platte county is good. In general the school officers are efficient and enthusiastic in educational progress and the welfare of their schools.

There is a little neglect, however, on the part of a few in the matter of filing in this office the reports and papers necessary to the proper discharge of its duties and obligations.

I am sorry to report that the patrons are not taking as much interest in the welfare of education as they should do.

The teachers, as a class, are energetic and wide-awake. We have some permanent teachers who stand high in their profession. These are constantly employed. The standard of qualification has been raised recently.

There are a few teachers holding first-grade certificates and more than one-half of the whole number holding second grade.

We held a well-attended and unusually interesting institute last summer which has borne gratifying fruits.

Two public lectures of a high character were given by the Hon. A. K. Goudy and Chancellor J. H. Canfield of the University, which were highly appreciated.

A County Teachers' Association has been organized, which has been divided into four divisions. Each division meets once a month.

In conclusion, I think I am justified in saying that while our educational standard is not as high as we desire it to be, our progress is in the right direction and is a source of encouragement to all who are interested in the great cause.

POLK COUNTY.

W. F. KEPNER, Superintendent.

I have nearly finished a tour of the county this fall, spending from one and one-half to two hours in each school, and found very good work being done throughout the county, and with but few exceptions the schools nicely classified, but the plan of uniform grading is not perfected as yet. We have a very good grade of teachers for the winter term, there being but four or five teaching who are carrying third grade certificates. The attendance is very good, as a rule. The districts in this county are a very good size at present, as they have been cut down the last few years in many places to four sections in a district.

About two-thirds of the schools are well supplied with the necessary apparatus for teaching; the rest only partially.

There are but about eight schools in the county which have not supplied new books.

The school buildings are very good and comfortable, with but few exceptions. Last fall I divided the county into precincts for the purpose of having teachers' meetings over the county. The county is divided into eight precincts, each having an organization of its own, and the chairmen of the various precincts and superintendent form the executive committee for the county asso-

ciation, which is held once in every three months at the county seat.

I believe we will realize good results from the organizations, as it has a tendency to get the patrons interested more thoroughly, of whom we need the coöperation, and also it gives all teachers a chance to attend a meeting each month without going so far.

RED WILLOW COUNTY.

J. H. BAYSTON, Superintendent.

We have eighty districts in this county, sixty-eight of which own school buildings. There are thirty-four frame, two brick, and thirty-two sod school houses. Sixty of the school houses are seated with patent seats and half the districts have more or less apparatus. Several districts have put in new slate blackboards the past year. The length of the schools the past year varied from three to nine months, the average length being five months. The school population is 2,926, one thousand of these belonging to McCook and Indianola.

The schools of McCook, under the efficient management of William Valentine and a liberal school board, are in a flourishing condition. Several hundred volumes have been added to their school library during the past year.

Many students from the country are in attendance and the influence of the school is felt throughout the county.

The schools of Indianola and Bartley are crowded with pupils, it becoming necessary to employ another teacher in each school.

The county has nearly a uniform series of text-books, my predecessor having recommended a series that was purchased by most of the districts.

We have a county association of teachers which meets once in three months. We have just completed the organization of a Teachers' Library Association with twenty-five members. Sev-

eral valuable books have been presented to the association. Thirty of the leading teachers are members of the State Reading Circle.

My time has all been occupied the past year with office work and visiting schools. I have made eighty-five visits the past year. Many of the districts have so few pupils that it is difficult for a teacher to awaken an interest in the school. The officers of many of these districts think because the school is small that anybody can teach it, thus tending to tear down in place of building up a school. I am often urged to grant permits to persons to teach such schools; but knowing that where a person once gets a school it is hard to get rid of him, as there are many school boards willing to hire one who can say that he has taught a term, I am, however, very cautious along this line.

The coming year promises well, as many families are moving in from the east and settling in some of the sparsely settled parts of the county.

RICHARDSON COUNTY.

C. C. POOL, Superintendent.

There are one hundred and five school districts in Richardson county, all of which support schools of from three to nine months during the year, the average term being seven months. All of the districts own school houses. There are one hundred and nine school buildings in the county, ninety-nine of which are frame, nine brick, and one stone.

The value of the school buildings is about \$110,000. The actual indebtedness of the school districts is about \$20,000. The amount spent for educational purposes by the districts during the school year of 1891-1892 was in round numbers, \$61,000. We have a school population of 6,787, with an enrollment in the schools of about 5,500, and an average attendance of about 3,500. A Teachers' Institute was held in Falls City, the county

capital, that met daily for a term of two weeks. The number enrolled at this institute was 160, and the average attendance was 140. About forty-five of the county teachers belong to the State Reading Circle and nearly all take an educational paper or papers. During the past year all of the county schools have been graded and the state course of study introduced. While we think our teachers will compare favorably with the teachers in other counties of the state, they are far from being well qualified to teach, their knowledge of the child and how he should be developed being very meager. The main object of this office has been to improve the teachers in this particular; but there being only one superintendent for a county of 105 schools and 138 teachers, the work that can be accomplished is far from what is needed.

ROCK COUNTY.

J. A. NUGENT, Superintendent.

The county superintendent has labored to secure the following results: 1. A better attendance in the country schools. 2. More of a unity of plan, and more system and method in school work. 3. To educate the teachers in the most approved methods of instruction.

Among the advances made in educational work the present year we note the following: 1. There have been several substantial school buildings erected and furnished with charts, globes, etc. 2. All the schools of the county have been carefully graded. 3. The source of revenue to our schools is constantly increasing. Very nearly all of our districts have paid off the indebtedness incurred when the country was "new" and resources limited. 4. As the districts are becoming able to do so they are expending money for aids, apparatus, etc, thus making the teachers' work more effective. 5. The districts are paying better

wages. This enables the teachers to better prepare themselves for the work. 6. Our people are intelligent, enterprising, and are "here to stay." They are demanding that their money be not wasted in poor schools. They are giving more attention to the election of officers than formerly.

We have a good class of teachers, but few third grade certificates have been issued the past year. The larger number of them hold second grade certificates and several hold first grade.

A summer normal class was organized last summer and only six teachers in the county failed to attend. In general the teachers are active, energetic young men and women who desire to succeed in their work.

The county superintendent usually visits the schools at the beginning and close of each term, taking note of the proficiency and progress of the pupils, and the teachers' methods of conducting their recitations.

Our village schools (Newport and Basset) have this year extended their courses of study to include most, if not all, the branches usually taught in our high schools, the intention being that any boy or girl may get a good, practical education without leaving Rock county.

The new book law gives general satisfaction.

The outlook for the cause of education is encouraging. Our school buildings are generally warm and comfortable, the teachers are awake to their duties, and the public generally take pride in our schools.

SALINE COUNTY.

W. C. FARRAND, Superintendent.

Since January 9, 1890, eight houses have been built at an approximate outlay of forty-two thousand dollars. Most of the houses in the county are provided with the latest style of desks

and with curtains or blinds, and some apparatus is found in a majority of rooms.

The educational spirit has kept pace with the material advance. The average yearly number of school months has been increased and the attendance has grown slightly out of proportion to the growth of school population. The rural schools have been gradually grading to the state course of study. The institutes, associations, and lectures have been largely attended and much interest and enthusiasm have been manifested. A county library of one hundred and twenty volumes has been bought by the teachers during the past year, and one hundred and fifty books have been called for and reported back as read.

SARPY COUNTY.

M. E. STORMER, Superintendent.

It is patent to every one that our teachers are keeping up with the times in the matter of education. So well pleased were the several school boards with their fall schools that when the winter terms commenced but two changes were made in the entire county, and one of these was caused by the resignation of the teacher to take charge of another school. Each teacher takes one or more educational journals. My institute was well attended, having the best average attendance on record. At the close of the institute I organized a County Teachers' Association; also established Reading Circles in the four villages in the county. A majority of the teachers are taking part in the Reading Circle work and nearly all are interested in the County Association.

Nearly all the school houses are in good condition and furnished with patent seats.

In visiting schools I make a special object to locate the young and inexperienced teachers and visit them as often as possible.

We have at the present time thirty-eight districts, giving employment to forty-eight teachers.

The new system by which the districts furnish the books is regarded by the advanced teachers as a decided advantage to teachers and scholars. The patrons, with a few exceptions, are satisfied with the result.

A high school building is in course of erection in Papillion to be heated by the Smead system, and will, when completed, cost \$20,000.

SAUNDERS COUNTY.

R. H. WATSON, Superintendent.

While the schools of Saunders County are, upon the whole, in a prosperous condition and present some very pleasant phases, there are also some very dark pictures to be seen.

Among the pleasant features to contemplate are:

First—Our school boards are earnestly demanding better teachers and where the finances will permit are offering better wages to secure them.

Second—Many of our teachers are embracing every opportunity of fitting themselves for better work.

Third—Over 75 per cent of our teachers left a careful record of the condition of their schools at closing last June. Of course, those records contained many mistakes, yet they are of great assistance to the new teacher in planning her work.

Fourth—In many schools where I found the pupils pretending to study from eight to ten branches two years ago, I now find them taking only four or five studies, and doing much better work.

Fifth—The efforts of the teachers to start libraries in their schools. About forty schools now have libraries of from fifteen to twenty-five volumes in the country schools, and a much

greater number of books in the town libraries. I regard this work, if properly guarded and managed, as an excellent step toward the true method of education.

Among the dark phases of the work are the following:

First—Lack of a sufficient number of teachers to fill the schools.

Second—The lack of working material in many schools. Parents have ceased to buy paper, pens, ink, pencils, etc., and almost half our school boards are yet neglecting to buy them, hence we are without these necessities.

Third—So many people, both teachers and patrons, fail to appreciate the fact that influences and not text-books give the child his real education. We need more teachers who are capable of showing to the parents that it is the child's environment which determines his character, and to show them at the same time that the parent is responsible for that environment, a much greater portion of the time than is the teacher.

Fourth—The careless and irregular attendance of the pupils. I regard this as a very serious matter. Careless and irregular attendance at school can but make careless and irresponsible citizens of the pupils when they arrive at manhood.

SCOTT'S BLUFF COUNTY.

(MRS.) AGGIE MOOMAW, Superintendent.

The schools are in poor condition. Out of the twenty-five districts twenty-two will have school this year of from three to six months. Twelve will have only three months school. There are only two or three of those districts that are out of debt. I find one of the greatest difficulties in this county, is the too great size of the districts, perhaps only five or six pupils in a district six miles square. It seems impossible to secure an interest in a school of that kind on account of irregular attendance. Our school houses

are inferior. Often an old tenant house is used without proper furniture.

This county has only been organized four years, and failures of crops have had a good deal to do with the present condition of schools. There has been some advance in the last year. Some three or four new school houses have been built, and things have begun to look brighter.

SEWARD COUNTY.

U. O. ANDERSON, Superintendent.

This county has ninety-three organized districts. As a rule, to which, of course, there are exceptions, the school houses are good and fairly well equipped. Nearly every district in the county has complied with the text-book law, and its results are very encouraging.

We, of course, have the exceptional district with its inefficient school board, but under the present system, the work allotted to school officers is as well performed as could be expected.

We have a well organized county teachers' association which meets every six weeks. Nearly all the teachers in the county are enthusiastic members and great good is derived from our meetings which are always well attended.

We have a better class of teachers in the county than formerly and hope to raise the standard materially during the coming year. We have adopted the motto that the true criterion of a teacher's ability is not her certificate but her *actual work in the school room*. This in addition to a good standing in examination is necessary for the teacher who wishes a good certificate.

Many of the schools have been trying, with some difficulty, to follow the state course of study. Some are following none; but all feel the need of closer organization.

While we have made no great strides in any particular direc-

tion, yet I believe I can very consistently report in general, "progress."

SHERIDAN COUNTY.

H. J. STANCHFIELD, Superintendent.

This county being so near the Pine Ridge Agency suffered much from the Indian trouble during the winter of '90 and '91. And its educational interest was retarded, as many families moved away and in some districts to such an extent that there were not enough left to maintain a school. But these districts have been resettled and this year every district in the county will have at least three months school and a majority six months, while eight or ten will have nine months.

In response to an invitation about seventy school officers met with the teachers on the last day of the institute and a School Officers Association was organized. State Superintendent Goudy was present and by his remarks added interest and enthusiasm to the occasion. About thirty school officers engaged their teachers for the coming year on that day.

There has been quite an increase in the salary of teachers; this year the wages will average about \$30.00 per month, while last year the average was only \$22.50.

Twelve or fifteen new school houses are being built at an average cost of \$500.00. Many more are needed.

We have a county teachers' association which meets every two months. Nearly all the teachers are members of the association as well as subscribers to some educational paper. There are at present one hundred sixteen districts in the county and one hundred fourteen teachers, one of which holds a state certificate, fourteen first-grade, sixty-six second-grade, and thirty-three third-grade.

The graded schools at Gordon, Rushville, and Hay Springs, are in a flourishing condition.

For the past three years Principal W. I. Austin has held a Summer Normal School at Rushville, which has increased the educational interest in this county.

STANTON COUNTY.

CHARLES S. CONEY, Superintendent.

There are fifty public and two parochial schools in Stanton county. Two graded schools, one in Stanton and one in Pilger. In both of these the usual branches of an English course are taught. The Stanton schools have been conducted under the grading system since 1882. The Pilger schools are now attaining to that distinction. The classification system was introduced into all the rural schools in 1889.

The school population is now about 3,000, of which about eighty per cent are enrolled in the common schools.

The school houses of this county, with one exception, are supplied with patent seats, and all are supplied fairly well with blackboards. A large number have a very liberal amount of excellent quality. During the past year a good many school boards put in slate blackboards, adding a larger area also, thus adding to the efficiency of the school by the means which it affords of properly presenting the work to the classes and of getting good work from pupils in the various recitations. Aside from the blackboards, our schools are all supplied with uniform free text-books; some are establishing libraries; all have maps, charts, dictionaries, and a large number have globes and manikins.

We have constantly endeavored to cultivate a taste for and an appreciation of a higher grade of scholarship; to that end we have encouraged and urged pupils and teachers to make the

school-house a home as far as possible, in its appearance and in its reality. The walls in most of the school-houses are adorned with pictures, mottoes, and fair exhibits. These, while relieving the place of all the appearance of gloom and idleness, add to the dignity and tone which characterize an American school room.

By a system of close grading we are able to keep the number of teachers about equal to the demand and as a result they have grown in their ability to teach and govern; changes are usually only made by reason of leaving the work or taking higher positions. Our teachers all attend the institute or a summer school. This has been the case for several years. Our county pays the full amount allowed by law for institute purposes. The school districts are usually able to cash all orders on demand. Pupils attending parochial schools only attend from one to two years and then resume their attendance on the public schools, having completed their course in German and religious instruction. The institutes have given our teachers valuable training in methods of teaching. The free books have greatly augmented the attendance and the popular lectures (ten were given in 1892) have awakened the public interest in everything pertaining to schools and teachers. We are glad to note change in this respect in the school boards in assisting this office in its part of the work. Our officers, with very few exceptions, are eminently qualified to discharge the duties attached to their position.

In conclusion, we will say that we have not yet attained that for which we have labored—viz.: The perfect school system, but the progress in that direction has been remarkable and will compare favorably with those of any schools of similar grades in any state.

WAYNE COUNTY.

(MISS) CHARLOTTE M. WHITE, Superintendent.

Our population is heterogeneous as is common in the western

states. The English speaking people, the Swedes, Danes, and part of the Germans are anxious to have their children educated, so send them to their district schools, and many, after they are through there, send them to the high school in town, and many are now sending them to the Normal College here. I have visited thirty-five schools this fall and find the teachers generally doing good work, the attendance good, and everything indicating a healthy interest.

There is a class of persons in our county who, while not ignorant themselves, are too fond of money getting, so they keep their children out to herd, husk corn, etc. But the school boards are becoming awakened in regard to the matter and are endeavoring to have the compulsory law enforced. I am talking nights at the school houses in regard to practical education, and everywhere I have good audiences and respectful attention. Our teachers, associations are well attended and we have everywhere good indications of a healthy interest in the mental, moral, and physical development of the children.

WEBSTER COUNTY.

D. M. HUNTER, Superintendent.

During the last two years Webster County has made some progress educationally as well as in other ways. The work so well begun by previous superintendents has been carried on with some degree of success.

All the school houses but two are furnished with patent desks. Much new apparatus has been purchased by the districts. The new text-book law seems to be growing in favor, and most schools are well supplied with books.

Teachers take more interest than heretofore in educational meetings, are generally prompt in making monthly reports to the superintendent, and are nearly all using the state course of study as a guide in the classification of their schools. There are

now seventy members of the Teachers' Reading Circle in the county.

If all the schools were in session at the same time, ninety-nine teachers would be required to do the work.

A better attendance at school is desired by teachers in order to make the schools more effective.

There seems to be a feeling existing that teachers' salaries should be increased.

WHEELER COUNTY.

W. B. LYND, Superintendent.

This county is not so thickly settled as many others in the state, therefore its advancement in education is not so great and rapid as in those, the schools being smaller and the school terms shorter. Over one-third of the districts will have only three months' school the present school year. The others that will have school will have from four to eight month terms. All but six districts levied a tax, running from one mill to twenty-five for the support of their schools for the present year. With only three months school in which to learn and nine months vacation in which to forget, children cannot be expected to learn what they should—what our free institutions require. Yet Wheeler county has some good schools and able teachers; teachers who have the divine faculty of teaching with love and light; who command order by winning respect, and assure progress by awakening a desire to learn. Weighing her disadvantages, I believe Wheeler county can justly claim as fair advancement in education as her sister counties. There is but little discord in school matters; most see the vital need of education and wish to have their children educated. Were the people here able they would have school terms from seven to nine months in the year. This some of the districts cannot now do, and yet while they are

not so far advanced as some others, they show commendable progress.

YORK COUNTY.

E. S. FRANKLIN, Superintendent.

We have 101 school districts with an average of five and three-fourths sections to the district, employing 130 teachers at an average salary of about \$38.00 per month. Old school houses are being replaced by good frame ones, four being built the past year. The average value of school property to each district is nearly \$1,000.00.

Our country schools are all graded up to the village schools. They take all the branches required for a first grade certificate or the junior year of the York schools. The York schools admit pupils from the country schools or village schools without examination. There were twenty pupils of the country schools granted common school diplomas last year.

The county association of teachers has an average attendance of about forty. The Reading Circle numbers forty-five. We have a teachers' library of 150 volumes, and the books are being read by the teachers. Ninety-five per cent of the teachers take one or more educational papers. The majority of the teachers are making teaching a business, until they find something else more remunerative. About eighty per cent of the districts own the books and about fifty per cent have provided good book cases.

The attendance and interest on the part of the pupils is improving.

CITY SCHOOLS.

ASHLAND.

J. W. CRABTREE, Superintendent.

I became connected with the Ashland public schools in 1889. The standard of the high school had been raised the year before to the major accredited list of the State University. The schools throughout had been regraded, fashioned to the Minneapolis system. The board of education and the parents were ready to co-operate with the superintendent and teachers in their efforts to strengthen the schools. Everything was ripe for the healthful growth which followed. . During this period the course of study has been constantly strengthened rather than lengthened. Some less important branches have been given minor place and more attention given to the more important. All grammar grade branches are now completed in the grammar grades in a most thorough manner. As students have come better prepared from the grades, more thorough and extended work has been done in the high school.

In Latin the classes are now able to read the required amount in Cæsar, Cicero, and Vergil; in mathematics, algebra and geometry are completed in time to do the required work in plane trigonometry; in botany, students have a systematic course in both the lower and higher plants. Students have laboratory work in chemistry, physics, zoology, and botany. Good work is secured now in every line. The aim has been to do thorough work in a few lines rather than superficial work in many. Our graduates are found to be well fitted for college work.

Since 1889 thirty-four students have graduated, twenty-two

girls and twelve boys. Of this number eighteen, eight boys and ten girls, have entered college. The total attendance has grown from 412 in 1889 to 650. The number of students in the high school has increased from thirty to eighty. In 1889 there were twelve teachers receiving the following salaries: In primary grades, \$45 per month; intermediate, \$40; grammar, \$45; high school, \$50; superintendent, \$900 per year. The salaries have been raised to following: Primary, \$50; intermediate, \$45; grammar grade, \$50 to \$65; high school, \$60; principal of high school, \$75; superintendent \$1,100 per year. There are now fourteen teachers. Eight of the fourteen teachers have been here since 1889, and four since 1885, two since 1880. With one exception we have the same teachers we had last year. It is the policy of the board to retain the teachers as long as possible. They have learned that it pays.

We have three school buildings, a one-room building fitted up for kindergarten work, a two room brick for those living east of the railroad track who are below the sixth grade, and the main building, a large two story brick where all grammar grade and high school work is done. Every room is full and as the school is somewhat crowded now, the indications are that another addition of five or six rooms will be built to the main building the coming summer. We have a board of education whose members take as deep an interest in devising means and methods for improving the condition of their school as does their superintendent and teachers, and a people who take an active personal interest in the school, contributing much to its success. In 1889, there was some studying at home; now it is the exception to find a home where the parlor is not converted into a study room. The principal interest of the city is the public school.

During the last three years a number of wealthy farmers from Saunders, Lancaster, Cass, and Sarpy counties have moved to Ashland to send their children to our schools.

Country students graduating from the country course of study are admitted into the high school without examination. More than one-fourth of the high school students pay tuition.

A canvas of the city shows that there is hardly a young man who can attend who is not in school. The same may be said with respect to the young women, so intense and unanimous is the school sentiment.

Foot ball, literary contests, etc., had a part no doubt in creating an interest and in calling attention to the school, but I attribute the present flourishing condition of our school to the wise policy of the board of education, and the friendly attitude of the parents and taxpayers of the city. There is a strong sentiment at the present time of adding another year to the course for the high school. This will probably be done before the beginning of next year. Our course will then be similar to the classical and scientific courses of the Omaha high school.

AURORA.

A. H. BIGELOW, Superintendent.

The Aurora schools are enjoying a very prosperous year. A progressive school board has made possible many advance steps. Below the high school a re-classification has been accomplished into eight grades of two classes each, introducing plan of semi-annual promotions. To these sixteen classes has been added a third or "reception" class in the first grade. The work to be accomplished by these eight grades has been extended, too, by reason of the grading up of the high school, to include the completion of the common branches, viz.: grammar, physiology, history, word analysis, etc., leaving only the work in the higher arithmetic from percentage onward for the high school. In the high school a complete change of classification, courses of study and methods of instruction have been made. The credit system of

classification, so successful in our state university, has been adapted to high school work and is giving the best of satisfaction in that many injustices to the pupil incident to the old methods have been done away with and credits are given only for work done, not time spent. Heretofore accredited as preparatory for the "minor course," the collegiate group now offers instruction in all the branches necessary for entrance into the "major course" of the university. Realizing that by far the largest per cent of pupils never pursue their work beyond the high school, two groups of studies have been arranged, designed to make the work even in the high school as practical as possible. The academic group offers a general educational course, including instruction in the elements of the principal natural sciences, history, literature, mathematics, and one year of Latin, with one year of German, or two years of either. To prospective teachers this group is peculiarly adapted. For those who desire a preparation for business, the commercial course has been arranged, which, in addition to practical studies in book-keeping and commercial law, carries with it mental drill and general information nearly equal in extent to either of the other groups.

The city is now supplied with three buildings, well equipped and conveniently located. The number of teachers has been limited to thirteen thus far, but it is contemplated to shortly increase it to fifteen. Sustained by a thoroughly awakened public sentiment, the board of education proposes to carry the work onward until its youth have all the advantages for elementary instruction offered by the larger cities of the state.

BEATRICE

C. G. PEARSE, Superintendent.

During the past two years the public schools of Beatrice have enjoyed a steady and gratifying growth. The schools are taught

in eight buildings, seven fine, convenient, brick buildings and one smaller frame building. The last two brick buildings are warmed and ventilated by the "Smead" warm air apparatus with dry closets. The plan is proving most satisfactory to all concerned.

The number of persons of school age in the school district is 3,000. The number enrolled in the schools for the year ending June 1st, 1892, was over 2,100. The average daily membership for the same time was about 1,650, and the average daily attendance something over 1,525.

The number of teachers employed is forty-four. One of these devotes the entire time to instruction in and the supervision of vocal music; another attends in the same way to drawing and physical culture. A superintendent of schools is employed in addition to this, making the entire corps forty-five strong. The board of education has paid especial attention to the selection of teachers, and as a result the schools enjoy the services of a much more than usually strong and earnest body of teachers. Increase of salary is given for continued service in the schools, and teachers of high scholarship and proved ability are permanently certificated, thus relieving them of the worry and annoyance of recurring examinations. Successful and experienced teachers coming from other good systems of graded schools are given credit in adjusting salaries, and in this way the schools have been able to draw strong teachers from other schools where circumstances were less favorable.

An excellent spirit of loyalty and enthusiasm exists among the teachers, and it is believed that the spirit of determination and willingness to work which is so essential in school work, is found in the schools in a very satisfactory degree.

The chief reliance in the discipline of the schools is plenty of suitable employment for every scholar all the time.

An attempt has been made in grades below the high school to secure more legible and easy writing by making the pen a

familiar instrument in the hands of each pupil. To this end all writing, above the first grade, has been done with pen and ink on good paper in permanent exercise books. Lead pencils have been used only for drawing. No pencil figuring or "scratch paper" has been allowed. A habit of careful work in every letter and figure is being formed, which is valuable in many ways, and the writing shows marked improvement, due in good part it is believed, to the plan described. Writing in the first grade is done with long slate pencils upon ruled slates.

The best of feeling exists on the part of the citizens towards the schools; and this feeling all connected with the schools appreciate and spare no effort to deserve.

We feel that we have every reason to take courage and go forward.

BROKEN BOW.

J. D. FRENCH, Superintendent.

Broken Bow has a brick high school building containing six school rooms and two recitation rooms; also a frame building containing two school rooms. Ten teachers are employed, including the superintendent. During the present year, to date, there is an enrollment of 550 pupils. The schools are divided into primary, intermediate, grammar, and high school. The primary has three years, intermediate two years, grammar three years, and high school three years. By faithful attendance and work a student may complete the course in the required time and be prepared to enter college or upon the active duties of life. The objects of the course of study are a preparation for entrance to the State University or some college, qualifications for good citizenship, and to give to those who desire to teach preparation for their work.

We have not a very large supply of apparatus and appliances.

We have been organized strictly as a high school but a short time, and with the present excellent board of education we feel warranted in saying that it is only necessary that they understand the needs of the school in order that the required supplies be forthcoming. I believe popular sentiment would have the public schools take first place among the interests of the city. The future outlook for Broken Bow in an educational sense is bright and encouraging.

CHADRON.

JOHN O. TAYLOR, Superintendent.

Chadron was founded seven years ago. The public schools were organized as graded schools about four years ago and now have twelve teachers.

A strong sentiment in favor of public education prevails among the people, who regard a well organized and properly equipped public school as an indispensable factor of prosperity.

Members of the board of education are elected from among the best citizens. As a result, the interests of the schools receive as patient and careful consideration as individual affairs.

Teachers are selected with remarkable conscientiousness and care. Those constituting the present corps are uniformly capable, progressive and industrious.

Special supervision in penmanship, drawing, music, and physical culture is provided.

The high school department is liberally supplied with teachers. The course of instruction prepares students for college and university study. During the year 1891-'92, eighty per cent of the school population was enrolled in the schools and fifteen per cent of the enrollment was in the high school grades.

REPORT OF THE
COLUMBUS.

J. M. Scott, Superintendent.

We have two frame and three brick buildings, containing sixteen rooms, and all are used for school purposes.

Our schools are classified as primary, intermediate, grammar, and high school, each being divided into three grades.

In our primary grades much attention is given to the development of the perceptive faculties of the children as much attention is given to the kindergarten work.

Our grammar department prepares pupils for second grade county certificates.

The high school prepares pupils for state certificates and for admission to the freshman class of the State University.

Physics and chemistry are taught on the laboratory plan. Our laboratory was put in at an expense of about \$300. Our physical apparatus is worth about \$250.

Drawing and music are made a part of our course of study, a special teacher being employed for music.

Our library contains about one thousand volumes. A regular course of supplementary reading is begun in the second grade and continued through all the other grades.

Our attendance during this and the preceding year, I think almost phenomenal, as our average daily attendance has not been less than ninety-six per cent and some months more than ninety-eight per cent. Our senior class this year numbers thirteen—ten girls and three boys. We have three and one-half years' work in our Latin course.

Our people take the greatest interest in the education of their children, and all worthy efforts on the part of our teachers are heartily endorsed by them.

I believe that the success of the schools of this city is due more largely to the efforts of the members of the board of edu-

cation than to any other cause. No pains or money has been spared to procure and to retain the best teachers. The teachers of our schools are energetic, enthusiastic, efficient, and loyal. They deserve nothing but words of praise for the masterly manner in which they discharge every duty that devolves upon them.

CRETE.

W. H. SKINNER, Superintendent.

These schools enrolled last year 726 pupils, ninety-seven of whom were in the high school. Fourteen teachers, including superintendent, are employed. In the high school, teachers are assigned special work as far as possible.

The Course of Study.

ENGLISH.

In the first grade, we begin with English composition and continue it through the seventh grade. Technical grammar is reduced to the minimum during these years. Clear and logical composition in description, narration, and other forms based upon these is the main line of work. Two years of technical grammar and one of rhetoric follow. In reading we used three different first and second readers and two different third and fourth readers. In the seventh and eighth grades we use such classics as *Snow Bound*, *Sir Roger de Coverley*, etc. In the twelfth grade, we give one year to the study of English and American authors.

OTHER LANGUAGES.

The course of study provides for three years of Latin, two of which are required. Next year we expect to introduce German in order to meet fully the university demands.

MATHEMATICS.

We take the usual course in the first eight grades. In the high school we have a year of arithmetic, one of algebra, and one of geometry. For this last, we use MacDonald's plane geometry and follow that with solid geometry upon the same plan. Next year we expect to reinstate trigonometry in order to meet University of Nebraska requirements.

SCIENCES.

Physiology more or less in all grades below high school. Geography from fourth to sixth grades inclusive with reference work from history in late years. Lessons on simple plants and animals, and experimental work in elementary physics are given from third to eighth grades inclusive and one-half hour per week. In high school we require the following laboratory work. Physics, four hours per week for one year. Zoology, two and one-half hours per week for one year. Chemistry, three hours per week for one year. Botany, three and one-half hours per week for one year. In botany and zoology special attention is given to the economic phases of those studies, while in all these sciences we make mental discipline, a matter of the greatest importance. We are provided with a well equipped laboratory, including laboratory desks, individual equipments for pupils in chemistry, four compound microscopes and a good supply of physical apparatus.

OTHER SUBJECTS.

Music, physical culture, and drawing are included in our course and while not allowed to usurp time which should be devoted to other studies, are given a generous share of the course. We have just engaged a special teacher of music for next term. Drawing is applied in every study where it is possible and ends with plane perspective and crayon sketching in the high school.

The educational interest of our town may be seen in the following facts:

1. A generous supply of apparatus and of good teachers with fair wages.
2. A large high school enrollment, about half of them boys.
3. Sixty-nine graduates during five years, about half of whom are boys.
4. The long tenure of good teachers and the short tenure of poor ones.
5. A demand for a good course from bottom to top irrespective of tradition.

DAVID CITY.

J. S. VANEATON, Superintendent.

Within the past year and a half much has been accomplished in securing a more earnest and deeper interest in the work of the city schools than seemed to exist at the beginning of that period. A general class work has improved, and pupils are more earnest and enthusiastic, absence and tardiness have decreased, and a more personal, active interest exists on the part of parents. The high school course has been lengthened to four years, with many advantages resulting to pupils. The addition of an excellent set of physical apparatus, a supply of maps, etc., for all grades, and the introduction of music have all served to arouse interest and have contributed much to the general improvement of the schools.

EDGAR.

C. A. FULMER, Principal.

The Edgar graded school was organized in 1878, it being one of the oldest of the state. As the population of the town increased more commodious buildings were needed and now we

have a main building which contains seven study rooms and one recitation room and the south ward building, which contains two rooms. It is quite probable that more building will be done next summer.

We now have 400 pupils enrolled and it is remarkable that 100 of these are members of the high school. Although this department is so large we are not lacking teachers, there being two for the B and C grades, while the principal has charge of the senior class, which numbers fifteen. Ten teachers are employed, and it would be difficult to find more energetic, progressive teachers.

Teachers' meetings are held once in two weeks and every Wednesday evening is held the Reading Club. In this club we talk over the current events, recite quotations from authors, study "Lights of Two Centuries," and psychology. Besides the common branches, zoology, geology, plane and solid geometry, Cæsar, Cicero, literature, physics, botany, general history and algebra are included in the course of study in our schools. This course is divided into thirteen grades or years. We are well equipped with physical apparatus, among which are an air pump small dynamo, galvanic battery of four cells and the latest improved "Static" electric machine.

More and better geographical maps and charts are needed.

The library consists of about 600 of the best books of reference and literature.

The text-books are purchased by the district at contract prices and the pupils buy them of the district at cost.

The school is supported without saloon license money. The board has shown great liberality in purchasing what was needed and has displayed an unusual interest in school affairs. There is no other school in the town and the people center their thoughts and attention on the public schools.

FAIRBURY.

C. P. CARY, Superintendent.

The public schools of Fairbury occupy three brick buildings. We are beginning to feel the need of more room for primary grades, also of a room for laboratory use, and an office for the superintendent. For several years past our lowest primary pupils have attended school but half the day. The plan is not entirely satisfactory, since it makes, to a great extent, a burden on primary teachers, and the pupils fall behind a trifle in their work. The loss thus occasioned, together with the irregularity and immaturity of many of the pupils, necessitates the spending of three years by many pupils in the first two grades. There is thus a tendency to crowd the first and second grades and cripple more and more the efficiency of the work. We have endeavored to obviate this as much as possible, but have not entirely succeeded.

Our intermediate work is about the same as that done in the best schools of the state, if we may judge by the standing of our pupils in other schools and of pupils of other schools who have come to us.

In our eighth grade we finish (*i. e. quit*) the study of arithmetic, U. S. history, and physiology.

The pupils of the high school commence the study of algebra and Latin at the beginning of the first year. We offer but one course in the high school, believing that one strong course for all pupils is better with our comparatively small numbers and small teaching force than two or more courses would be. Our graduates are accredited at the state university at present with eight and three-fifths points, but within a year or two, when our present revised course of study is in full operation, we shall be able to do sufficient work to entitle us to about ten points. It is the policy of the present board of education to build up a strong high school and supply it with all needed apparatus and refer-

ence books as rapidly as possible. To that end we have this year spent some \$450 for apparatus to be used in teaching physics, chemistry, and botany. Our tuition fees, amounting to \$400 or \$500 a year, will in all probability be hereafter set aside for this purpose, till we are well supplied with everything needed for first-class experimental work in elementary science, and with standard works for the teaching of literature, history, etc.

FREMONT.

DAN MILLER, Superintendent.

The cause of education is fairly prosperous in Fremont. Last year showed an increased attendance of about one hundred over the preceding year and the increase is about the same for this year over last.

In 1890 the high school opened with an enrollment of sixty-five pupils. In 1891 the enrollment at the beginning of the year was seventy-five and this year we started with 112 enrolled. The large increase this year is due largely to the fact that beginning with September a commercial course covering two years was added to the high school work. Thus almost every pupil who last year completed the eighth grade work is now in the high school taking one of the three courses.

Last year a chemical laboratory was fitted up for the high school at a cost of about \$600, and before the beginning of next year an equal amount will be expended in fitting up a laboratory for physics.

There are now four regular teachers in the high school and another will be employed for next year.

The work of the special teacher of writing and drawing has convinced the board of education that they cannot afford to discontinue the services of such a teacher.

In December of this year there were completed a four-room addition to one of our buildings (brick) and a new four-room brick building in the northwest part of the city. Both are heated and ventilated by the Smead system and are provided with dry closets. This makes four of our buildings provided likewise. All buildings in the city were thoroughly repaired in the last vacation. Slate blackboards and furnaces or steam are now in all buildings except one, and that one is to be fitted up next year. It has been the practice of the board of education to put slate blackboards and furnaces in at least one building each year and next year will see this work completed for all buildings in the city. The members of the board of education are wide-awake, progressive men and women, and are sparing no pains and expense to make the schools first-class in all of their appointments. The schools opened in September last with thirty-five regular teachers employed. Three have been added to the corps, making the number at present thirty-eight exclusive of the special teacher of writing and drawing and the superintendent.

The people of Fremont are interested in the schools, and the management this year has had many encouragements from patrons and press.

GRAND ISLAND.

ROBT. J. BARR, Superintendent.

The work has, in the main, been a continuation of that given in my last report.

That the schools have increased in the number of teachers employed, number of pupils enrolled, and efficiency is a natural consequence in a thriving city. The enrollment for the past year was nineteen hundred and nineteen, and the number of teachers, including the special teachers of music and drawing and the superintendent, now employed in carrying on the work is forty-three.

The schools occupy ten buildings—Two large and two small brick and two frame buildings are the property of the district, the other four being rented. The number of rooms occupied for study and recitation is thirty-six; for recitation only, six.

The course of study in the high school has been remodeled and a year added. It is now composed of three courses, English, German-English, and Latin-English, four years each, as follows:

COURSE OF STUDY.

GRAND ISLAND, NEB., HIGH SCHOOL.

YEAR.	TERM.	REQUIRED.	ELECTIVE.
1st.	1st.	Eng. Gram., Physiology, Arith.	Eng. Hist., German, Latin.
	2d.	Eng. Gram., Bookkeep., Algebra.	Phys. Geog., Ger'n, Latin.
2d.	1st.	Rhetoric, Civics, Algebra	Am. Hist., German, Latin.
	2d.	Rhetoric, Botany, Algebra	Zoology, German, Latin.
3d.	1st.	Gen. Hist., Physics, Geometry . . .	Elocution, German, Latin.
	2d.	Gen. Hist., Physics, Geometry . . .	Eng. Lit., German, Latin.
4th.	1st.	Gen. Hist., Chemistry, Trigonom.	Eng. Lit., German, Latin.
	2d.	Am. Lit., Pol. Econ., Astronomy.	Geology, German, Latin.

Music and drawing each under the direction of a special teacher are taught in all of the grades, and the former in the high school. Though these branches have been taught but one year, the results are far superior to our most sanguine expectations.

Every department in the schools is provided with all necessary apparatus for the presentation of the different subjects in the best manner. Particularly is this true of the high school department.

In connection with the high school is the high school lyceum, which in its line is doing a work that can be had in no other way.

The advantages offered, through the school library, for reading and self-culture are of the best. The library contains the standard encyclopedias, many other works of reference, and many volumes of the highest literary merit. It is the policy of the

school to give pupils every opportunity possible. The enrollment and regularity of the attendance attest the appreciation in which these advantages are held.

The board of education is uniformly composed of men who are earnest workers in the cause of education, leaving nothing undone that lies in their power to do for the advancement of the schools.

HASTINGS.

EDWIN N. BROWN, Superintendent.

Since the time of the preceding report, our last frame building has been replaced by an excellent six room brick building heated by steam and finely furnished and equipped throughout. The schools of the city now occupy five buildings, containing thirty-two class and recitation rooms, with a seating capacity for about 1,500 pupils.

Our course of study consists of twelve grades or years, and is designed to prepare for the state university and other higher institutions of learning.

Music and drawing are being taught throughout the grades under the direction of special teachers, and both are regarded by us as valuable branches, not only for enjoyment and culture but for discipline as well; and they are taught with this end in view.

A somewhat new departure in the arrangement of work has been inaugurated in our schools this year by the introduction of the departmental system of instruction. This embraces the more advanced rooms and enables us to specialize our instruction by placing all the geography of a building under the direction of one teacher, all the arithmetic under the direction of another, and the same with the work in language and reading. This plan, after a somewhat thorough test, is still in successful operation and is yielding excellent results.

Perhaps one of the most interesting features of the year in connection with the Hastings schools was the exhibit and reception held at the close of the past term in one of the public halls. All schools were well represented by specimens of work from various grades and subjects, supplemented by drills in reading, music, recitations, calisthenics, etc. Much credit is due to pupils and teachers for the earnest efforts that are being put forth, and the throng of interested spectators that gathered at the hall each morning, afternoon, and evening during the exhibit bore evidence to the interest manifested by the public in the work of the school.

HOLDREGE.

W. R. HART, Superintendent.

The educational facilities of this community keep pace with the material advancement of the country about us.

Fifteen years have witnessed a remarkable change. Then it was the feeding ground of the buffalo, and the ranchman's herd; now it is truly a store-house of plenty: then it was wanting in all the amenities that contribute to man's higher aspirations in life, now it is literally dotted with schools and churches.

The greater part of the population is Scandinavian. The industry characteristic of the northern race, and a religious fervor rivaling that of the Puritans, have made them pioneers worthy of adoption by the government of their choice.

The readiness with which the rising generation assimilates American ideas and methods is an earnest of the fact that this race is destined to play no small part in the future of our splendid state.

The American portion of our citizens came for the most part from the western slope of the Alleghenies and the plains of the Mississippi. Having been surrounded in youth by an enlightened morality, they have simply transplanted what tradition taught

and good judgment approves—the house of learning and the house of worship.

The feeling among the patrons and supporters of the school is akin to devotion. A spirit of liberality in favor of securing not only the best surroundings but the best instruction attainable has characterized the management from its organization to the present time.

The work of superintendent and teachers up to within the past two or three years was largely devoted to organization. The movement of the school was in a sense transitional—passing by rapid strides from an ungraded country school through all possible forms of organization to a city school with a high school carrying the greater part of the work preparatory to the university. While the growth in numbers increases from year to year, the growth of departments has practically ceased, and the directive energy of both superintendent and teachers can be more profitably directed along lines of harmony and unity, strengthening where there is weakness and curtailing where there is overplus.

In the matter of equipments in the way of buildings and apparatus, we have two substantial brick buildings, each containing six school rooms with an average seating capacity of between forty and fifty pupils. Nine of these rooms are in use at present and the tenth is being fitted for occupancy as soon as possible. One of the buildings, in addition to the school rooms, has three, recitation rooms, one for the regular high school assistant, one for chemistry, and one for physics and botany. The laboratories are supplied with apparatus valued at something near \$300.

The teaching force consists of ten. In addition to their work, four recitations are conducted by the superintendent.

The school is said to be in good discipline, and the methods of instruction have the cordial approval of the university of the state.

REPORT OF THE LEXINGTON.

J. K. STABLETON, Principal.

I came to Lexington as principal of the schools, September 1889, at which time only five teachers were employed and no attempt was made to carry on a high school. To-day we have ten teachers, a high school numbering seventy, almost fifty per cent of whom are boys. Our high school prepares for freshman standing in the state university, excepting in Greek, and we expect to be placed on the accredited list this year.

Four years ago there was no school library to speak of, and no physical or chemical apparatus; to day we have a small library of choice books, and a good physical and chemical laboratory. Our library, chemical and physical apparatus have cost about \$450.

The pay of the principal the year before I came here was \$810 for nine months. I now receive \$1,400 for the same time.

The past year a new high school building has been erected at a cost of \$12,000. It is a beautiful brick building containing six rooms, one class room, principal's office, and a laboratory room.

The people of the town heartily support the schools and co-operate in every way to advance their interests.

NORTH PLATTE.

I. A. SABIN, Superintendent.

The North Platte public schools consist of the following departments:

Three first primary.....	218	Enrolled
Three second primary.....	133	"
Three intermediate (1st).....	152	"
Two mixed (suburban) grades.....	30	"
One intermediate (2d).....	72	"
One first grammar.....	65	"

One second grammar.....	62	Enrolled
One high school.....	46	"

Total enrollment..... 778

Our senior class numbers twelve. All will probably graduate. The attendance, punctuality, and discipline throughout our schools are commendable and improving. Scholarship is excellent compared with the number of our teachers who have but little experience. Our policy here is to employ home talent as far as possible and ten out of sixteen teachers are of this class, some very poorly prepared.

PAWNEE CITY.

H. M. BRAYTON, Superintendent.

The Pawnee City schools, while attempting no features of display, have advanced in attendance. We hope that the quality of their work has not deteriorated. The large attendance in the high school is especially gratifying, being larger than ever before, and making a fair average with other schools of corresponding rank, although the patronage of this department is divided with a flourishing academy.

The course of study recently adopted by the board of education, provides for a critical review of grammar and arithmetic during the last high school year.

Only the elements of bookkeeping will be taught hereafter as a business school is in active operation elsewhere in the city. The physical apparatus has been reinforced with about two hundred dollars' worth of new material, enabling the scholars to do individual work in this department.

German is retained, but now receives only one year's time. Our school is accredited at the State University with such studies as it is able to prepare successfully.

In the grades the half year is the unit of promotion. Chart

classes begin in September and in March. First year primary work occupies about fifty-four weeks. Particular attention is given to reading in all primary grades.

Another primary teacher was added to the schools this year, and it is hoped that a special teacher of writing will soon be secured.

Music has been taught in the high school and in some grammar grades, following an outline prepared by a former superintendent.

The text-book law has been put into full operation here, and, so far, its results are satisfactory.

PONCA.

BION H. CULVER, Principal,

We have nine teachers and have enrolled 437 pupils this year. Since the new text-book law went into force the district has furnished 2,330 text-books. Two sets of readers are used in each of the grades. The new course of study adopted this year covers twelve years' work, distributed as follows: Primary department, three years; intermediate department, two years; grammar department, four years; high school department, three years.

Our schools are in a prosperous condition, although the teachers are laboring under great disadvantage, owing to the lack of adequate school accommodations.

Graduates of the high school are admitted to the freshman class at the State University.

RUSHVILLE.

WILSON I. AUSTIN, Principal.

Public interest in education here is unusually good for a western town. The moral tone of the school is good. We have a

good four-room brick school building. The district is organized as a high school, with a board of six members: W. M. Alexander, director; W. H. Westover, moderator; J. H. Harnsberger, treasurer. We have a good library of 230 volumes. The school census shows 201 children of school age, an enrollment of 240 at present.

A course of study in the hands of the printer provides for a twelve year course. The school is divided into three grades: Primary, grammar, and high school. It will be necessary to provide more room for pupils next year.

SOUTH OMAHA.

A. A. MUNROE, Superintendent.

South Omaha has now eight school buildings, four of them being brick, built after approved modern plans and heated with steam or hot air. We employ thirty-six teachers besides the superintendent, and two specialists in drawing and music. In September, 1888, the free book system was introduced, and as yet we have found no reason to regret the change. Drawing was placed in charge of a specialist in September, 1890. Music was added to the course of study in 1891 and placed in charge of a thoroughly trained teacher of music. There are eleven grades in our schools, eight below the high school, while three courses, the English, Latin, and scientific are sustained in the high school. In June, 1892, the first class of five was graduated. The class of 1893 will consist of ten. No effort has been made hitherto to have our school placed on the State University accredited list, as we have had no students to send there, but we hope to have this done before the close of the school year.

Four years ago the school board appointed a committee of three to examine candidates for positions in the city schools, with power to grant certificates without examination to expe-

rienced and successful teachers holding diplomas from colleges in good standing, or from state normal schools. While there are undoubtedly objections to this method, the advantages largely overbalance them, and the result with us has been greatly to improve the scholarship and ability of our teachers, several of whom are college graduates. Nearly all the others have taken courses of study equivalent to the ordinary high school course.

The total enrollment of pupils from September 1 to December 24, 1892, was 1,640. The per cent of attendance on average number belonging and on total enrollment has increased year by year since our last report. I believe that in every respect our schools have kept pace in improvement with other city schools throughout the state.

TECUMSEH.

M. B. C. TRUE, Superintendent.

In 1889 this school was raised to the rank of a full high school and was placed upon the accredited list, yet its course of study had not been arranged in harmony with the course recommended by the association of superintendents and principals. Accordingly, at the beginning of this year, the course was changed in this respect, and is now substantially the same as that recommended by the association.

The district owns four buildings used for school purposes. In two buildings of one room each, situated in different parts of the city, pupil of the first grade and a portion of those of the second grade are taught. A third building of one room contains classes in the eighth and ninth grades. The remaining classes are taught in the central building of seven rooms. The rooms of the central building are not quite large enough, which, with the imperfect grading of the year before, has rendered perfect grading during the past year out of the question. Despite all disadvan-

tages, the schools of the city have done well. The graduating class of the year consists of six—five girls and one boy.

At the beginning of the school year the school library embraced 245 volumes, most of which were books of history and fiction; very few were such as children care to read, or ought to read. For historical reference the library furnishes a wide range. An exhibition of school work at the close of the fall term supplied funds for an addition of twenty-one volumes to the library. Special efforts have been made to cultivate in the children a taste for reading good books, and these efforts have been measurably successful. During the fall term of four months, thirty-eight volumes were drawn from the library by pupils. During the other five months of the year 255 volumes were drawn.

The school has a chemical laboratory sufficient for the possible instruction of a small class using Remsen's text-book, but the supply of apparatus for the study of physics is remarkably deficient. The supply of charts for the study of physiology and maps for the study of geography is ample. Object lessons in botany, physiology, physics, and zoology have been given constantly, almost daily, in all the rooms, from the first primary to the grammar grade, with excellent results.

The late statute providing for free text-books and school supplies has been administered in its obvious spirit and intent. All supplies needed in the school room have been furnished by the district. An experience of one year under this statute is too short for the formation of a judgment upon the practical working of the plan, yet the experience of the year has seemed to corroborate the judgment favorable to it, which I have heretofore publicly expressed in relation to it. So far as I have heard, the plan gives general satisfaction in the district.

TEKAMAH

A. V. SUNDERLIN, Principal.

This is my second year in the state, and second year in charge of the Tekamah schools. During this time we have written a new course of study in keeping with the requirements of the State University, which went into successful operation at the present school year. It is working admirably. With its twelve years study it meets the demands of the preparatory work for the freshman class at the University.

We have a graded course of reading which is a part of our regular school work, and are adding books to our school library as speedily as means will permit. Our work is being strengthened in the sciences, history, and the languages.

Our schools graduated the first class in 1884, since which time 90 students have been graduated from our high school.

Many of these are teaching, some are engaged in business, while several have entered higher institutions of learning. Of this number, four are at present pursuing studies at the State University.

The school banking system has been in operation here since September, 1892. The average amount deposited is about \$50 per month.

Twenty-one non-resident pupils have been in attendance during the fall term, and our board of education generously contribute all tuition money for purchasing needed school supplies. Our schools have eight teachers and are graded on the basis of one and one-half grades to a teacher.

The term just closed has been characterized by harmony and hard-work.

The outlook is encouraging.

WAHOO.

T. H. BRADBURY, Superintendent.

June 24th, 1892, closed my fourth year in the schools of Wahoo. These years have been full of labor and of growth. The school has been thoroughly graded. A new building of four rooms has been erected in the north ward. This building is heated by hot air and is well adapted to the needs of that ward. Mrs. Williams is principal, and Mrs. Hawthorn, Miss Ewart, and Miss Manners, all teachers of experience, give to that part of the city an excellent school of eight grades. The west ward has two rooms and is in charge of Miss Saide Henderson as principal assisted by Mrs. Smith. These are both veterans and give good service to the district. The central building has been remodeled and now contains seven school rooms, two recitation rooms, superintendent's office, chemical laboratory and two supply rooms. The high school room has eighty sittings and by the use of chairs provides room for the assembling of the high school which now numbers ninety-seven. The high school is in charge of Mr. I. W. Bender, principal, assisted by Miss E. A. Vroom and Miss Annie Jessen. The course consists of four years and provides for German, Latin, and English courses. Students completing this course receive a diploma giving entrance to the State University. The course also provides for training in military tactics. The high school has an excellent library both for reference and general reading, numbering now nearly 700 volumes. An excellent literary society is maintained holding two meetings each month. This society has just added an elegant upright piano to the high school. The school has 57 alumni. These young people are an honor to the school and stanch friends of the high school. Besides the high school the central building has eight grades under the able direction of the Misses Henderson, Moore, Link, Hoygsett, and Alexander. The yearly enrollment was 763; and \$300 was re-

ceived from non-resident pupils. Tardiness is reduced to a minimum and attendance is improving each year. Special days are quite a feature here. On these days each child puts on exhibition some of his work and invites his friends in to see it. Over 1,000 visits was the result of the last industrial day. In the grades especial attention is given to reading, writing, language, arithmetic, and spelling. Much supplementary reading is done. We use the spelling book; and a book on mental arithmetic is also used. Calisthenics receives its share of attention. Primary history is placed in the sixth grade and followed in the seventh by geography. Text-books are furnished free by the district and is a great saving over the old way.

The educational sentiment here is good. The board of education is alive to the best interests of the school, and the teachers are earnest and progressive. The school has a healthy moral tone. All of these forces we hope to give us a better citizenship. The public schools of Wahoo are enjoying a season of uninterrupted progress. The work in all the departments is in good hands.

WEST POINT.

D. C. O'CONNOR, Superintendent.

The work of the year began September 19th with an enrollment of 327 pupils; for the instruction of these eight teachers, besides the superintendent, were employed. The work is quite evenly distributed, each teacher, with the exception of the high school, having one grade in charge.

The educational sentiment of the people is good. The members of the board of education are broad-minded and liberal. The schools are all in one building, which is a substantial, brick structure, two stories high and containing eleven rooms. The plan of the building for school purposes is superior, and we be-

lieve a visit to our building for the purpose of inspection would be profitable to committees authorized to select plans for new school buildings. The entire building is heated by steam. Electric light is supplied in the office of superintendent, which is also the place of meeting of the board of education. Towels, wash-stands, soap, combs, mirrors, etc., are supplied for each room; untidiness among the pupils is rare. An abundance of city water supplies the school.

Concentrated efforts are now being made in the line of science, consequently a fine laboratory has been fitted up and supplied. Lockers for individual experimental work have been built and placed in the school. These we believe are excelled by no others in the state. A good supply of apparatus both physical and chemical has been purchased and placed in the hands of the pupils. The latter, it is needless to add, enjoy their science studies very much. The subject of botany will be taken up at the beginning of the winter term. To facilitate this a second compound-microscope has been ordered. When our desires in scientific equipments shall have been attained, renewed efforts will be made towards enriching the school library, which at present is only medium. We are acting on the principle that it is better to concentrate energy in completing the equipment of one department at a time, and our efforts (by our teachers and board of education are meant) so far have been crowned with success.

In the high school there are at present twenty-six pupils, divided as follows: Seven seniors, eight juniors, and eleven freshmen. Our course of study for the high school covers three years. It is the desire of our people that the school here shall be placed on the university accredited list, and this we hope to have done at the earliest opportunity.

Our town has been peculiarly exempt from sickness, and the average attendance has been good.

Besides the public schools we have in our city two parochial

schools, viz.: a Catholic school and a Lutheran school. The combined attendance of these schools is about one hundred. They are very inferior to the public schools.

Before closing this report allow me to add that we have dispensed with recess and find that it produces no inconvenience, but on the other hand strengthens the work of the schools. Our pupils are dismissed at noon and in the evening with almost military precision and to the music of fife and drum. The latter awakens keen spirit and energy in our boys. We deem it an admirable feature. Anarchy and socialism can have no hold where the spirit of our people is moved by the tune of Yankee Doodle.

WYMORE.

GEO. R. CHATBURN, Superintendent.

The schools here are in a flourishing condition, but we are suffering from the same disease that affects so many of our rapidly growing communities—lack of room. Last year we added two new brick ward buildings of two rooms each, but we are now wishing we had builded larger.

During the past year our school has been recognized by the State University, and such changes have been made in our course of study as will entitle our graduates to enter the University in no way behind those of the average school of our size.

About three hundred trees were planted on the school grounds during the past year. By making Arbor Day a "red letter day" we secure absolute protection to the trees and indirectly to all school property.

Technical grammar has been restored without in any manner infringing on language work. We believe now that we have as strong an English course as any school in the state, consisting of language, grammar, rhetoric, and literature. Mental arithmetic and the spelling book have also places in our schools now.

Our board has been very liberal in its support, morally and materially. Money has been liberally used in the purchase of supplies, fixtures, and apparatus. We hope soon to be able to build a room in which physical and chemical experiments may be more satisfactorily performed than our present facilities will allow.

Our policy is to pay good salaries and demand in return good schools.

YORK.

H. R. CORBETT, Superintendent.

The condition of our public school system in this city is gratifying, whether judged by the appearance to the casual observer or by the truer tests of school work which deal with the intellectual and moral strength developed. This is chiefly due to the fact that we have succeeded in securing a strong corps of teachers; good teachers make good schools. It is no doubt due somewhat also to the character of the material given us to work upon; for the *personnel* of our membership is unquestionably of a high order.

York has an enrollment of 900 out of a school population of 1,300, and seventeen regular teachers besides three special teachers. Together with Grand Island, Hastings, and Kearney we employ a skilled supervisor of drawing; and we join with these cities in recommending this circuit plan to other schools in similar situations, as both effective and economical. We have an excellent teacher of vocal music who devotes the greater portion of his time to the supervision of this work in our schools. We also unite with York College in employing a competent special teacher of elocution and physical culture.

Our school elections are thoroughly divorced from city politics; and hence, we have our best citizens on the board of education.

And every officer and teacher is earnestly seeking to make our school system still more perfect and effective.

STATISTICAL REPORT

For Two Years Ending July 11, 1892.

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TABLE NO. 1.

Resources of School Districts, by Counties, for the Year Ending
July 13, 1891.

COUNTY.	RECEIPTS.					
	In hand of Dist Treas- urer July 14, 1890.	From Co- Treas- urer.	From sale of Dist. Bonds.	From tu- ition of non-resi- dent pu- pils.	From all other sources.	Total res- ources in- cluding amt on hand July 14, 1890.
Total for the State.....	\$ 697,183 46	\$2,299,727 72	\$ 167,393 66	\$ 12,163 36	\$ 947,331 34	\$4,123,799 54
Adams.....	22,318 01	36,343 17	1190 30	70 25	14,832 60	74,754 33
Anfelo.....	6027 07	27,798 53	2268 12	57 65	6107 78	42,259 75
Banner.....	90 03	4803 66	500 00	7 50	1 30	5402 49
Blaine.....	426 22	2170 20	.....	8 10	124 38	2728 90
Boone.....	3203 83	27,354 14	665 00	180 35	1992 11	33,395 43
Box Butte.....	2560 92	8949 79	600 00	1 50	3928 63	16,040 84
Brown.....	4637 34	11,866 55	.....	10 00	550 16	17,064 05
Buffalo.....	15,221 51	60,575 60	717 50	69 25	7725 94	84,309 80
Burt.....	6145 27	35,367 23	10,660 00	321 77	3447 56	55,941 83
Butler.....	13,759 09	45,066 63	3700 00	320 02	7463 23	70,308 97
Cass.....	14,642 92	53,174 00	3637 49	264 83	13,357 37	85,076 61
Cedar.....	5605 56	24,521 88	3308 50	123 13	3568 28	37,126 35
Chase.....	494 43	9074 83	844 00	10 21	198 87	10,622 44
Cherry.....	2195 03	11,552 66	637 10	.....	1983 68	16,368 47
Cheyenne.....	1953 70	17,323 69	487 50	5 62	1129 23	20,899 74
Clay.....	6056 61	41,884 35	1915 00	440 13	15,079 88	65,375 97
Colfax.....	8666 79	27,608 33	400 00	91 45	6812 03	43,578 60
Cuming.....	7230 14	27,574 98	737 00	162 95	12,480 14	48,165 21
Custer.....	6408 00	35,344 42	2862 13	100 70	4875 19	49,600 44
Dakota.....	17,704 55	15,332 76	.....	16 90	3169 64	36,223 85

Dawes.....	11,658 98	20,886 75	5022 75	35 80	6134 64	43,538 92
Dawson.....	7076 88	31,030 36	1916 00	40 47	1614 60	41,678 31
Deuel.....	1114 99	12,620 18	403 60		143 15	14,281 92
Dixon.....	6478 74	19,558 85		191 75	4084 59	30,313 93
Dodge.....	15,418 49	60,981 11	4125 10	397 37	26,064 39	106,986 46
Douglas.....	91,100 61	70,685 12	8605 00	180 00	425,880 98	596,451 71
Dundy.....	2095 35	9384 17	1838 80	17 98	1071 00	14,407 80
Fillmore.....	6423 70	47,776 62	1091 00	443 66	7661 01	63,396 99
Franklin.....	6210 55	22,118 31	2536 50	61 65	3545 95	34,472 96
Frontier.....	1668 76	20,533 64	2096 77	5 00	2198 15	26,502 32
Furnas.....	3301 05	29,647 16	1443 40	216 10	2353 27	36,960 98
Gage.....	23,188 12	71,476 06	7963 78	285 40	32,981 72	135,795 08
Garfield.....	686 83	3183 07	67 00		200 70	4137 60
Gosper.....	2605 40	13,329 34	2353 00	16 65	1233 58	19,537 97
Grant.....		1402 58				1402 58
Greeley.....	3291 83	18,207 48	450 00	6 60	2393 66	24,349 57
Hall.....	17,718 30	53,355 43	3476 65	112 00	17,669 41	92,331 79
Hamilton.....	5772 07	40,193 46	1224 00	423 35	4544 80	52,157 68
Harlan.....	4760 87	22,962 79	1416 25	16 06	5016 63	34,172 60
Hayes.....	963 92	7448 15	404 10	16 20	492 98	9325 35
Hitchcock.....	3827 88	17,095 70	1244 42	104 27	795 98	23,068 25
Holt.....	7880 08	40,485 11	1189 50	416 66	7160 01	57,131 36
Hooker.....		1600 71	507 00	2 00	17 00	2126 71
Howard.....	5559 19	24,240 98	1000 00	87 85	3963 25	34,851 27
Jefferson.....	11,153 18	43,498 93	500 00	204 55	4270 18	59,626 84
Johnson.....	14,811 37	29,387 88	4325 50	191 95	4097 07	52,813 77
Kearney.....	5035 49	22,753 28	1186 80	340 70	3455 82	32,772 09
Keith.....	1581 43	13,553 21	500 00	42 35	600 29	16,277 28
Keya Paha.....	603 27	5960 24	897 00	22 25	175 42	7638 18
Kimball.....	2062 91	7824 63			30 00	9917 54
Knox.....	8228 58	25,963 20	903 31	110 51	4916 99	40,122 69
Lancaster.....	46,138 31	79,653 43	21,450 00	339 61	99,904 50	247,485 85
Lincoln.....	4860 85	35,019 51	3420 40	1 50	4404 90	47,707 16
Logan.....	167 81	3204 49	57 12	1 00	574 03	4004 45
Loup.....	504 80	2413 19		9 00		2926 99
Madison.....	29,797 45	35,064 58		137 52	8127 12	73,126 67

TABLE NO. 1.—Continued.
Resources of School Districts, by Counties, for the Year Ending
July 13, 1891.

COUNTY.	RECEIPTS.					
	In hand of Dist Treas- urer July 14, 1890.	From Co. Treas- urer.	From sale of Dist. Bonds.	From tui- tion of non-resi- dent pu- pils.	From all other sources.	Total res. for yr. in- cluding amt on hand July 14, 1890.
McPherson	\$ 4277 96	\$ 90 26	\$	\$	\$ 1530 49	\$ 90 26
Merrick	2198 94	29,128 89	.....	130 23	539 42	35,067 57
Nance	4149 78	20,518 44	.....	101 90	639 42	23,368 70
Nemaha	5151 30	31,522 25	1724 32	246 03	340 61	37,982 99
Nuckolls	19,671 64	39,510 26	2246 00	261 26	2710 48	49,979 30
Otoe	4136 77	49,839 03	558 00	459 55	17,794 73	90,322 95
Pawnee	3402 15	33,190 00	701 00	139 75	177 52	38,345 04
Perkins	5323 57	13,062 88	631 50	22 75	3184 13	20,303 41
Phelps	6081 34	23,452 15	17,107 50	14 40	3709 47	49,607 09
Pierce	5994 26	17,112 09	570 00	55 00	2272 66	26,091 09
Platte	3985 35	29,601 87	725 00	86 90	11,984 76	48,392 79
Polk	5274 90	26,415 05	.....	107 60	1748 18	32,256 18
Red Willow	9708 22	20,201 49	980 00	9 90	3253 42	29,719 71
Richardson	2271 55	43,215 77	10,135 00	1092 66	11,514 21	75,665 86
Rook	23,494 01	9229 85	1887 00	3 25	644 05	14,035 70
Saline	8776 49	52,928 60	975 75	575 62	15,937 88	93,911 86
Sarpy	15,974 98	18,300 64	525 00	6 00	4589 42	32,197 55
Saunders	102 21	57,983 34	500 00	500 60	9508 78	84,467 70
Scott's Bluffs	8773 73	3112 21	.....	44 80	3 21	3262 43
Seward	6327 82	39,178 03	1014 00	421 30	8618 29	58,005 35
Sheridan	6704 23	14,053 98	2299 40	7 00	2915 96	25,604 16
Sherman	.....	22,000 59	1059 50	54 30	4227 26	34,045 83

Sloux.....	566 01	4419 58	978 00	.....	768 98	6732 57
Stanton.....	8775 17	16,688 65	1700 00	.....	8809 33	30,973 15
Thayer.....	4360 88	45,252 10	1049 05	.....	2246 74	53,404 97
Thomas.....	504 47	1532 71	.....	496 20	622 24	2659 42
Thurston.....	1235 34	2331 92	.....	.....	1158 76	4769 27
Valley.....	2085 97	17,412 57	.....	43 25	4687 78	24,220 87
Washington.....	9445 82	30,414 58	.....	34 55	14,083 71	54,023 86
Wayne.....	6460 25	23,554 85	.....	79 75	1448 48	32,136 83
Webster.....	7347 96	28,024 07	510 25	163 00	4900 95	40,599 98
Wheeler.....	501 39	3696 88	270 00	57 00	100 77	4307 34
York.....	5023 34	44,764 94	.....	8 30	7692 90	58,085 62
			403 00	201 44		

TABLE NO. 2.
Resources of School Districts, by Counties, for the Year Ending
July 14, 1892.

COUNTY.	RECEIPTS.					
	In hand of Dist. Treasurer July 13, 1891.	From Co. Treas- urer.	From sale of Dist. Bonds.	From tuition of non-resi- dent pu- pils.	From all other sources.	Total res. for yr. in- cluding amt. on hand July 13, 1891.
Total for State.	\$ 728,292 25	\$2,492,042 60	\$ 287,026 55	\$ 17,158 93	\$ 996,684 12	\$4,521,204 45
Adams.....	21,191 00	44,117 67	12,050 34	142 30	15,332 08	92,833 39
Antelope.....	6913 03	31,107 44	3893 00	130 69	3380 70	45,424 86
Banner.....	100 95	6476 05	.....	3 00	19 26	6599 26
Blaine.....	546 90	2784 37	.....	1 76	62 58	3395 61
Boone.....	3819 80	28,641 26	.....	229 90	1090 64	33,781 60
Box Butte.....	1091 61	13,209 50	2970 00	27 75	1991 25	19,289 51
Boyd.....	3 15	1011 94	.....	2 35	1393 82	2411 26
Brown.....	3320 85	13,214 27	250 00	94 28	1154 42	18,033 82
Buffalo.....	14,980 35	68,900 76	908 42	220 89	8002 61	93,013 03
Burt.....	6761 37	32,598 16	.....	380 33	5251 19	44,991 05
Butler.....	13,815 18	44,062 51	1912 00	449 26	8310 53	68,552 48
Cass.....	13,603 37	58,898 07	150 00	432 15	11,494 21	84,577 80
Cedar.....	7390 74	30,540 92	5276 80	100 98	3475 41	46,784 85
Chase.....	1376 99	13,828 01	467 00	22 12	236 24	15,990 36
Cherry.....	2494 05	13,928 12	125 00	114 13	2156 81	18,818 11
Cheyenne.....	1160 26	16,474 70	290 75	.....	1121 01	19,046 72
Clay.....	8404 99	35,663 35	6570 76	422 42	22,889 56	73,951 08
Colfax.....	7690 64	35,899 43	1107 50	206 30	7420 81	52,324 68
Cuming.....	8142 58	28,686 92	2308 50	133 25	11,494 35	50,765 60
Custer.....	4816 02	43,521 43	1474 30	176 75	8770 68	58,759 18
Dakota.....	17,038 36	12,707 72	.....	4 00	14,469 86	44,219 94

Dawes.....	3536 02	21,554 26	401 66	183 62	14,699 75	40,375 31
Dawson.....	5238 52	43,720 98	16,500 13	260 23	5156 42	70,876 28
Deuel.....	1894 55	15,139 97	785 00	1 00	193 55	18,014 07
Dixon.....	5855 53	24,620 66	1916 00	268 59	3661 34	36,322 12
Dodge.....	27,814 26	50,048 51	656 70	348 55	23,181 21	102,049 23
Douglas.....	148,489 80	70,686 33	109,195 47	46 89	426,778 27	755,196 76
Dundy.....	1623 10	9228 88	.....	63 75	1832 31	12,748 04
Fillmore.....	3840 38	54,496 13	834 00	559 26	5670 46	69,900 24
Franklin.....	7755 67	22,368 49	743 60	139 78	2224 70	33,292 23
Frontier.....	2481 65	26,091 30	3703 85	68 55	1464 62	33,809 97
Furnas.....	3666 76	29,427 15	3518 50	515 51	1881 60	39,009 52
Gage.....	28,249 09	75,912 51	15,850 00	637 51	26,422 55	147,071 66
Garfield.....	165 17	4114 04	.....	7 50	1153 73	5440 44
Gosper.....	2799 42	17,478 10	944 00	48 10	1253 99	22,523 61
Grant.....	76 21	1972 09	447 00	4 95	.....	2500 25
Greeley.....	3218 42	20,288 15	550 00	39 45	1675 59	25,771 61
Hall.....	22,511 08	57,158 20	1304 67	287 00	16,026 98	97,287 93
Hamilton.....	5878 63	39,186 65	.....	561 45	4374 63	50,001 36
Harlan.....	3946 69	21,273 17	1199 01	92 80	4812 53	31,324 20
Hayes.....	417 14	11,668 35	443 20	3 00	59 80	12,591 49
Hitchcock.....	2384 14	19,090 28	331 09	86 28	868 65	22,760 44
Holt.....	7193 91	45,403 94	4350 20	371 86	5831 24	63,151 15
Hooker.....	130 18	1404 94	.....	.....	119 71	1654 83
Howard.....	4080 29	26,089 49	1229 00	145 87	5382 81	36,927 46
Jefferson.....	7275 25	46,442 60	1278 20	295 05	4507 33	59,798 43
Johnson.....	5631 25	35,468 99	145 95	185 87	4208 37	45,640 43
Kearney.....	3190 48	28,864 76	100 00	304 43	5411 18	37,870 85
Keith.....	1798 56	14,715 62	940 00	6 85	604 87	18,065 90
Keya Paha.....	599 95	9032 05	.....	18 75	27 75	9678 50
Kimball.....	2437 21	9416 47	.....	.....	8 09	11,861 77
Knox.....	8363 12	28,300 56	3051 59	134 75	7729 57	47,579 59
Lancaster.....	59,877 04	79,792 03	9572 75	79 75	87,626 05	236,947 62
Lincoln.....	6114 94	43,629 03	1280 50	50	4383 79	55,408 76
Logan.....	121 63	4001 28	290 00	2 00	139 59	4554 50
Loup.....	171 46	4427 24	212 50	5 00	1 81	4818 01
Madison.....	10,751 94	42,982 13	1038 12	288 18	11,608 19	66,668 56

TABLE NO. 2.—*Continued.*
Resources of School Districts, by Counties, for the Year Ending
July 14, 1892.

COUNTY.	RECEIPTS.					
	In hand of Dist. Treasurer July 13, 1891.	From Co. Treas- urer.	From sale of Dist. Bonds.	From tu- ition of non-resi- dents pu- bly.	From all other sources.	Total res. for yr. in- cluding amt. on hand July 13, 1891.
McPherson.....	\$ 6 50	947 35	.....	.....	.....	\$ 953 85
Merrick.....	2603 87	29,096 47	.....	224 44	3701 79	35,626 57
Nance.....	2403 70	23,036 04	490 00	179 74	563 68	26,673 16
Nemaha.....	5881 82	30,915 70	1700 00	299 42	3660 54	42,457 48
Nuckolls.....	6212 62	41,306 41	20,642 22	493 75	5521 81	74,176 81
Otoe.....	21,449 46	47,973 71	940 00	497 25	24,290 08	95,150 50
Pawnee.....	2258 01	34,367 26	2390 00	142 51	2005 34	44,163 12
Perkins.....	2908 90	18,421 94	.....	42 65	226 81	21,600 30
Phelps.....	4061 96	26,201 94	425 25	40 20	5186 60	35,915 95
Pierce.....	3245 21	21,518 19	1534 74	63 00	3889 95	30,251 09
Platte.....	6912 77	24,991 36	675 00	77 75	16,396 00	50,052 89
Polk.....	3002 46	30,716 23	3543 75	708 23	1233 65	39,204 32
Red Willow.....	2019 52	24,691 39	3275 65	137 95	3956 68	34,081 19
Richardson.....	11,449 98	35,996 35	500 00	1126 42	22,672 56	71,745 31
Rock.....	2004 75	13,377 88	311 75	24 35	1858 52	17,577 25
Saline.....	15,420 46	53,605 13	.....	769 94	13,139 68	82,935 21
Sarpy.....	6965 69	21,084 42	13,297 50	36 00	4376 83	45,760 44
Saunders.....	13,253 88	60,966 60	4124 60	890 85	19,028 98	98,264 91
Scott's Bluff.....	187 78	2794 46	.....	79 20	33 35	3094 79
Seward.....	8528 43	44,371 42	2304 17	241 25	6976 37	62,421 64
Sheridan.....	7267 02	15,051 57	508 00	83 23	3340 00	26,249 82
Sherman.....	7419 69	21,443 01	1015 00	27 00	2650 77	32,555 47

Sioux.....	743 54	5505 56	430 00	15 50	874 60	7569 20
Stanton.....	8351 14	18,040 17	1445 00	26 00	2509 31	30,371 62
Thayer.....	3712 93	45,515 78	811 60	510 47	3235 15	53,785 93
Thomas.....	313 54	2034 48	.....	.....	.....	2348 02
Thurston.....	505 37	4855 65	1000 00	7 00	428 51	6796 53
Valley.....	2507 16	18,332 12	454 00	199 29	7107 67	28,600 24
Washington.....	9544 17	32,759 26	.....	137 10	15,058 44	57,498 97
Wayne.....	6627 40	23,440 28	.....	3 50	3191 15	34,351 53
Webster.....	5487 54	31,732 97	1089 20	129 00	5140 22	42,489 73
Wheeler.....	225 04	3009 24	606 65	2 00	846 73	4689 66
York.....	3068 91	51,171 33	945 41	586 70	3081 30	58,853 65

TABLE NO. 3.
Expenditures of School Districts, by Counties, for the Year Ending
July 13, 1891.

COUNTIES.	EXPENDITURES.						
	Paid Male Teachers.	Paid Female Teachers.	Paid for Buildings, Sites, Repairs, Furniture, etc.	Paid Floating Indebtedness.	Paid for all Other Purposes.	Amount on Hand, July 13, 1891.	Total Exp. for the year, including Amt. on Hand July 13, 1891.
Total for the State...	\$ 651,933 96	\$ 81,464,734 62	\$ 749,632 89	\$ 168,395 04	\$ 355,820 63	\$ 733,282 40	\$ 4,123,799 54
Adams.....	11,832 32	25,031 73	13,021 93	607 50	4537 63	19,723 22	74,754 33
Antelope.....	7980 86	15,467 33	6422 39	1003 50	4040 48	7345 19	42,259 75
Banner.....	674 58	2576 95	333 58	211 51	639 81	906 06	5402 49
Blaine.....	369 20	963 31	609 06	88 63	128 30	570 40	2728 90
Boone.....	6542 86	13,099 29	3660 81	2240 03	3488 67	4363 77	33,395 43
Box Butte.....	1769 02	6923 33	3726 16	129 93	2626 87	865 53	16,040 84
Brown.....	2781 20	6532 65	2574 44	885 10	1041 17	3249 49	17,064 05
Buffalo.....	11,704 04	34,021 28	13,510 93	2167 94	7884 10	15,021 51	84,309 80
Burt.....	6855 06	18,370 15	19,352 77	1362 08	3240 40	6761 37	55,941 83
Butler.....	13,812 18	20,658 33	13,572 47	5085 74	3394 37	13,785 88	70,308 97
Cass.....	16,827 72	31,308 24	13,578 86	4709 44	5048 98	13,603 37	85,076 61
Cedar.....	7397 75	11,256 42	4773 45	2979 98	2519 40	8193 35	37,126 35
Chase.....	1789 74	3791 77	2267 73	581 23	601 06	1590 91	10,622 44
Cherry.....	2981 93	5946 50	3426 33	484 91	1166 08	2362 72	16,368 47
Cheyenne.....	3465 18	6944 68	6792 38	2347 61	.....	1349 89	20,899 74
Clay.....	18,058 69	22,467 40	12,280 81	1434 20	2863 45	8271 42	65,375 97
Colfax.....	12,997 95	12,797 00	5806 26	431 81	3854 94	7690 64	43,578 60
Cumming.....	9488 27	15,084 14	7581 87	2927 93	4960 42	8142 58	48,185 21

Custer.....	9179 47	19,896 65	10,074 77	2447 64	3092 29	4999 62	49,690 44
Dakota.....	3830 75	7060 01	4534 20	740 29	1925 41	18,133 19	36,223 85
Dawson.....	4039 18	11,521 41	19,658 60	2052 99	2923 51	3343 23	43,538 92
Dawson.....	6730 67	15,487 10	13,242 28	1898 93	100 00	4219 33	41,678 91
Denel.....	2103 67	4830 96	3008 41	1401 03	1458 75	1479 07	14,281 92
Dixon.....	5395 00	12,992 36	2548 71	1491 80	2161 72	5724 34	30,313 93
Dodge.....	10,824 55	36,129 98	8170 38	7508 84	16,595 24	27,757 47	106,986 46
Douglas.....	29,430 96	227,802 41	81,955 39	5856 89	102,500 91	148,905 15	596,451 71
Dundy.....	1666 56	5502 25	3594 50	780 81	1240 08	1623 10	14,407 30
Fillmore.....	13,645 83	24,946 35	8079 13	4396 50	3987 80	8340 38	63,395 99
Franklin.....	5423 06	12,457 71	6000 43	803 21	2014 56	7773 99	34,472 96
Frontier.....	6973 75	9519 52	6242 10	779 48	882 77	2104 70	26,502 32
Furnas.....	6027 06	17,307 57	6976 36	1596 40	1391 93	3661 66	36,960 98
Gage.....	23,218 15	49,025 45	25,226 69	4800 49	7819 75	25,704 55	135,795 08
Garfield.....	281 53	3240 35	267 72	81 35	121 75	144 90	4137 60
Gosper.....	3398 12	7039 42	5056 94	157 40	876 88	3009 21	19,537 97
Grant.....	210 00	599 00	152 82	219 85	131 58	89 33	1402 58
Greeley.....	5120 67	8654 67	4268 94	1768 28	1913 26	56 3 75	24,349 57
Hall.....	14,334 55	31,272 77	16,529 25	1151 33	6948 24	22,395 65	92,331 79
Hamilton.....	11,977 76	20,963 32	8813 84	1070 03	3442 51	5890 22	52,157 68
Harlan.....	5881 94	14,532 50	6102 21	236 51	3475 10	3944 34	34,172 60
Hayes.....	2005 75	3539 31	1663 90	762 97	599 50	698 92	9325 35
Hitchcock.....	4277 34	8539 53	4797 66	1158 53	1443 54	2851 65	23,068 25
Holt.....	10,518 74	23,169 86	11,675 84	2807 27	1764 84	7194 81	57,131 36
Hooker.....	268 00	665 57	953 96	52 50	52 48	134 20	2126 71
Howard.....	8498 02	11,378 48	5903 32	3492 25	1379 16	4200 04	34,851 27
Jefferson.....	11,622 05	23,086 90	16,317 79	4047 93	1324 85	7275 25	59,626 84
Johnson.....	9989 47	15,030 13	12,390 77	1640 52	5750 09	5605 38	52,813 77
Kearney.....	6018 21	13,386 01	5570 35	1604 52	3062 73	3094 27	32,772 09
Keith.....	2677 97	5807 21	3388 18	1021 42	1631 00	1751 50	16,277 28
Keya Paha.....	1362 75	3410 04	1726 18	490 84	181 43	556 94	7658 18
Kimball.....	1758 09	2826 55	1105 60	734 27	1055 85	2437 18	9917 54
Knock.....	5775 91	12,563 77	3746 23	7755 66	1914 58	8366 44	40,122 59
Lancaster.....	27,464 25	81,093 31	57,401 22	3248 65	18,404 64	59,873 78	247,485 85
Lincoln.....	7441 85	17,822 87	12,038 30	672 51	3723 49	6008 14	47,707 16
Logan.....	806 08	1587 41	813 98	137 19	416 77	243 02	4004 45

TABLE NO. 3.—Continued.
Expenditures of School Districts, by Counties, for the Year Ending
July 13, 1891.

COUNTIES.	EXPENDITURES.						
	Paid Male Teachers.	Paid Female Teachers.	Paid for Buildings, Sites, Repairs, Furniture, etc.	Paid Floating Indebtedness.	Paid for all Other Purposes.	Amount on Hand, July 13, 1891.	Total Exp. for the year, including Amt. on Hand July 13, 1891.
Loup.....	722 27	1074 67	290 92	393 29	198 03	247 81	2926 99
Madison.....	8980 26	18,525 26	24,282 01	3347 18	6901 59	11,090 37	73,126 67
McPherson.....	29 50	54 26	.....	.....	.....	6 50	90 26
Merrick.....	9720 35	13,779 81	5537 10	1020 59	2405 95	2603 77	35,067 57
Nance.....	4221 84	8783 98	5847 21	736 24	1361 70	2407 73	23,358 70
Nemaha.....	10,026 20	11,374 17	4826 57	2654 53	3259 83	5841 69	37,982 99
Nuckolls.....	11,553 10	17,495 85	8434 13	1740 86	2883 52	7871 84	49,979 30
Otoe.....	16,889 49	30,126 95	11,216 80	3394 41	5477 09	23,218 21	90,322 95
Pawnee.....	8162 98	16,129 17	5359 25	453 75	2981 43	5258 46	38,345 04
Perkins.....	3977 12	6789 62	4811 40	1120 23	774 45	2830 59	20,303 41
Phelps.....	6217 84	13,426 01	21,233 48	466 21	2803 22	5460 33	49,607 09
Pierce.....	2772 48	9904 04	6455 17	1522 89	2191 27	3245 24	26,091 09
Platte.....	7642 58	19,612 37	3579 84	3462 87	6317 61	7777 52	48,392 79
Polk.....	6741 55	13,816 16	5126 60	1084 99	2481 33	3005 55	32,256 18
Red Willow.....	7027 11	10,606 84	4544 64	1704 67	3843 04	1993 41	29,719 71
Richardson.....	15,630 58	22,831 72	7769 22	13,361 06	4624 30	11,448 98	75,685 86
Rock.....	2610 11	3622 26	4149 71	796 45	734 73	2122 44	14,035 70
Saline.....	15,872 13	34,578 96	21,284 76	711 11	6011 74	15,453 16	93,911 86
Sarpy.....	8851 25	7731 65	5287 08	725 01	2696 27	6906 29	32,197 55
Saunders.....	20,790 54	28,905 29	15,541 35	1693 29	4283 35	13,253 88	84,467 70

Scotts Bluff.....	856 71	1010 98	499 71	522 42	150 25	222 36	3262 43
Seward.....	11,284 91	21,944 29	9871 73	3309 07	3294 32	8501 03	58,005 35
Sheridan.....	3448 92	8481 07	5156 34	1363 44	1047 25	6107 14	25,604 16
Sherman.....	5906 99	9511 47	7701 12	1294 34	2212 27	7419 69	34,045 88
Sioux.....	811 71	2692 08	1282 97	404 63	227 08	1314 10	6732 57
Stanton.....	2778 00	9019 65	4435 82	3905 07	1308 72	9525 89	30,973 15
Thayer.....	11,187 87	20,736 38	5480 45	6572 68	5714 66	3712 93	53,404 97
Thomas.....	365 30	924 98	475 23	521 72	42 50	329 69	2659 42
Thurston.....	600 00	1622 00	1376 01	79 10	581 79	510 37	4669 27
Valley.....	7765 46	7553 07	2644 22	1433 47	2290 35	2534 30	24,220 87
Washington.....	8184 60	18,597 00	6832 42	3901 48	6927 95	9680 41	54,023 86
Wayne.....	3586 25	13,005 89	6545 56	290 15	2017 67	6691 31	32,136 83
Webster.....	7252 74	16,227 32	6169 86	825 28	4637 24	5487 54	40,599 98
Wheeler.....	1098 33	1896 80	497 14	454 63	149 48	270 96	4307 34
York.....	10,920 63	24,358 36	11,997 89	4256 30	3483 53	3068 91	58,085 62

TABLE NO. 4.

Expenditures of School Districts, by Counties, for the year Ending
July 11, 1892.

COUNTIES.	EXPENDITURES.						
	Paid Male Teachers.	Paid Female Teachers.	Paid for Build- ings, Site, Re- pairs, Furni- ture, etc.	Paid Floating. Indebtedness.	Paid for All Other Pur- poses.	Amount on July 11, 1892.	Total Exp. for the Year, In- cluding Amt. on hand July 11, 1892.
Total for the State...	\$ 683,573 58	\$1,575,396 60	\$ 863,180 76	\$ 296,118 03	\$ 402,000 61	\$ 700,984 87	\$4,521,204 45
Adams.....	11,230 30	28,572 90	29,517 84	1205 18	5831 60	16,475 57	92,833 39
Antelope.....	8830 37	15,196 00	10,671 74	887 93	3843 73	5895 09	45,424 86
Banner.....	1131 46	2816 92	996 09	654 13	371 64	629 02	6599 26
Blaine.....	179 37	1155 29	571 51	513 35	612 76	363 33	3395 61
Boone.....	7182 70	12,621 83	3804 99	4351 07	3249 00	2572 01	33,781 60
Box Butte.....	3695 77	5938 50	3786 38	1258 10	300 84	4309 92	19,289 51
Boyd.....	402 60	774 51	294 97	268 77	272 84	397 57	2411 26
Brown.....	2879 43	7490 31	4089 94	477 86	1053 13	2043 15	18,033 82
Buffalo.....	12,264 87	35,865 22	18,211 78	4672 21	6111 61	15,887 34	93,013 03
Burt.....	7936 99	18,460 79	6177 32	1345 20	4526 85	6543 90	44,991 05
Butler.....	13,746 73	21,849 66	11,149 58	4353 00	5177 38	12,276 13	68,552 48
Cass.....	17,319 75	31,646 73	14,991 98	2744 64	4764 13	13,110 57	84,577 80
Cedar.....	7299 99	13,316 04	12,602 57	2623 39	4091 62	6851 24	46,784 85
Chase.....	2389 01	5356 30	2845 16	2110 49	716 34	2513 06	15,930 36
Cherry.....	4304 23	5836 75	3708 90	771 86	1252 68	2943 69	18,818 11
Cheyenne.....	4194 12	8992 04	4569 59	209 46	.....	1081 51	19,046 72
Clay.....	18,530 47	23,373 91	14,023 01	2854 73	8918 40	6250 56	73,951 08
Colfax.....	12,677 60	15,887 78	9318 64	2327 20	3427 02	8686 44	52,324 68
Cuming.....	10,305 15	14,123 79	11,359 34	2509 32	4268 02	8199 98	50,765 60

Custer.....	10,406 26	22,561 80	12,983 51	3761 59	3851 08	5194 96	58,759 18
Dakota.....	3913 75	8629 92	7264 49	8611 97	2349 20	12,450 81	44,219 94
Dawes.....	5248 06	13,359 99	12,217 18	881 14	2902 87	5766 07	40,375 31
Dawson.....	9300 49	20,752 46	26,630 04	420 48	3769 19	10,003 62	70,876 28
Deuel.....	3734 63	5437 92	3872 86	623 98	1701 54	2644 14	18,014 07
Dixon.....	5825 77	13,419 31	4981 94	2949 05	3143 27	6002 78	36,322 12
Dodge.....	13,609 45	36,271 85	7023 14	21,114 32	7065 18	16,965 29	102,049 23
Douglas.....	30,535 75	239,805 30	106,635 72	95,167 27	109,385 89	173,686 53	755,196 76
Dundy.....	2144 53	5435 98	2257 75	633 88	974 37	1251 53	12,748 04
Fillmore.....	15,160 51	25,846 88	13,379 75	4338 14	4860 63	6314 32	69,900 23
Franklin.....	5561 80	13,078 15	5814 38	1278 67	2586 69	4912 55	33,232 24
Frontier.....	6717 00	11,785 78	7428 29	2397 04	1383 77	3898 09	33,809 97
Furnas.....	7276 13	15,776 48	8966 80	2802 91	988 00	3199 20	39,009 52
Gage.....	30,389 90	49,383 13	43,775 18	2373 97	10,267 86	10,901 62	147,071 66
Garfield.....	1038 40	2318 30	176 61	1218 71	74 61	613 81	5440 44
Gosper.....	3598 35	8698 92	4333 10	792 27	1848 43	3252 54	22,523 61
Grant.....	460 06	485 00	703 21	78 20	173 63	600 21	2500 25
Greeley.....	4038 00	10,834 30	4454 18	578 35	3343 87	2522 91	25,771 61
Hall.....	15,250 50	31,637 13	10,714 77	10,262 99	7487 59	21,934 95	97,287 93
Hamilton.....	9767 88	22,765 27	4729 03	2970 87	5272 82	4495 49	50,001 36
Harlan.....	4919 91	13,853 61	5815 95	1571 88	2346 02	2816 83	31,324 20
Hayes.....	2058 79	4356 32	2779 16	2366 92	.....	1030 30	12,591 49
Hitchcock.....	4611 75	8609 07	2452 25	1960 12	200 48	4926 77	22,760 44
Holt.....	10,777 84	23,019 30	16,433 24	4156 85	821 62	7942 30	63,151 15
Hooker.....	420 00	520 00	251 42	193 86	124 86	144 69	1654 83
Howard.....	9114 36	13,253 92	6314 38	2005 36	2235 54	4003 90	36,927 46
Jefferson.....	12,620 00	22,415 21	10,566 42	1083 25	7346 63	5766 92	59,798 43
Johnson.....	8367 45	19,176 18	3769 41	3666 91	6346 68	3713 80	45,640 43
Kearney.....	6515 50	14,949 90	7320 84	841 42	3388 08	4855 11	37,870 85
Keith.....	3665 93	6009 09	3554 31	548 14	2191 35	2097 08	18,065 90
Keya Paha.....	2642 11	3940 70	1198 99	851 13	353 13	692 44	9678 50
Kimball.....	1755 61	3545 79	3062 28	491 86	602 18	2404 05	11,861 77
Knox.....	5904 29	14,371 65	8321 72	5607 21	3795 24	9579 48	47,579 59
Lancaster.....	26,914 42	90,817 03	70,438 34	2614 33	25,019 81	21,143 69	236,947 62
Lincoln.....	8273 89	22,376 43	10,802 76	1421 66	4977 68	7556 34	55,408 76
Logan.....	609 17	2159 19	508 01	647 55	433 82	196 76	4554 50

TABLE NO. 4.—Continued.
Expenditures of School Districts, by Counties, for the year Ending
July 11, 1892.

COUNTIES.	EXPENDITURES.						
	Paid Male Teachers.	Paid Female Teachers.	Paid for Buildings, Site, Repairs, Furniture, etc.	Paid Floating Indebtedness.	Paid for All Other Purposes.	Amount on July 11, 1892.	Total Exp. for the Year, Including Amt. on hand July 11, 1892.
Loup.....	1282 47	1558 22	752 55	643 74	49 24	531 79	4818 01
Madison.....	8923 60	22,043 93	13,465 10	1825 63	3123 92	17,281 38	66,688 56
McPherson.....	123 26	451 41	108 57	.....	195 25	75 36	953 85
Merrick.....	9332 48	14,694 50	5717 93	859 17	2309 45	2713 04	35,626 57
Nance.....	5133 09	9410 76	4625 38	1714 97	1908 68	3880 28	26,673 16
Nemaha.....	10,633 46	13,003 57	5614 79	4083 93	2738 51	6383 22	42,457 48
Nuckolls.....	10,944 32	18,453 19	31,782 09	684 06	4218 76	8094 39	74,176 81
Otoe.....	18,309 26	33,259 17	13,945 80	1462 90	7704 81	20,468 56	96,150 50
Pawnee.....	8618 47	17,224 29	7335 35	946 24	6100 37	3938 40	44,163 12
Perkins.....	4202 50	5865 15	3019 44	2057 78	967 34	5488 09	21,600 30
Phelps.....	5005 68	15,838 37	4360 99	1448 38	3856 94	5405 59	35,915 95
Pierce.....	2266 75	11,872 36	7578 09	928 32	2755 03	4850 54	30,251 09
Platte.....	8944 68	17,570 28	10,612 71	1862 95	3431 99	7630 27	50,062 88
Polk.....	7439 40	14,772 28	9471 27	1132 23	2731 47	3657 67	39,204 32
Red Willow.....	5731 62	12,470 82	9427 03	1239 57	1319 09	3893 06	34,081 19
Richardson.....	14,817 90	23,313 39	11,257 30	4817 14	7490 29	10,059 29	71,745 31
Rock.....	2683 07	4418 98	2542 76	2986 34	849 61	4096 49	17,577 25
Saline.....	17,341 57	33,827 36	15,264 28	1181 09	5300 33	10,020 58	82,935 21
Sarpy.....	8248 00	9274 28	6981 45	3063 66	4863 96	13,529 09	45,760 44
Saunders.....	22,301 00	29,849 83	19,787 47	4534 03	6218 88	15,573 70	98,264 91

Scotts Bluff.....	632 77	1351 55	299 37	221 51	231 41	358 18	3094 7
Seward.....	7783 20	27,155 16	12,307 41	1853 05	4378 81	8944 01	62,421 64
Sheridan.....	3971 38	10,098 51	904 71	3161 27	3335 64	4778 31	26,249 82
Sherman.....	5304 94	10,145 30	6210 80	749 36	2904 79	7240 28	32,555 47
Sioux.....	899 45	2750 46	1865 16	1108 56	261 60	683 97	7569 20
Stanton.....	2012 00	9584 53	7004 72	3653 72	1521 88	6594 77	30,371 62
Thayer.....	10,160 90	22,552 45	5963 26	5838 49	6737 88	2532 95	53,785 93
Thomas.....	202 50	1035 20	596 06	74 50	107 97	331 79	2348 02
Thurston.....	1035 00	1494 40	2134 33	872 53	392 99	867 28	6796 53
Valley.....	5839 38	10,315 54	4704 42	566 37	3155 45	4019 08	28,600 24
Washington.....	9722 75	18,513 15	8804 98	3188 22	6829 83	10,460 04	57,498 97
Wayne.....	4835 38	13,766 88	5195 66	2491 11	3546 86	4515 64	34,351 53
Webster.....	8040 77	17,602 84	7382 21	1471 18	2473 42	5519 31	42,489 73
Wheeler.....	740 04	1913 71	1273 97	52 75	496 72	272 47	4689 66
York.....	10,481 45	27,012 45	10,260 61	3892 14	3453 26	3753 74	58,853 65

TABLE NO. 5.
Indebtedness of Districts, by Counties, for the Year Ending
July 13, 1891.

COUNTY.	INDEBTEDNESS.				
	Amount of Bonds Is- sued Dur- ing the Year.	Amount of Bond'd Debt Cancelled During the Year.	Bonded Indebted- ness.	All Other Indebted- ness.	Total In- debted- ness of Districts.
Total for the State.....	\$ 219,327 08	\$ 102,961 84	\$2,236,857 65	\$ 450,439 26	\$2,687,296 91
Adams.....	.....	.....	21,125 00	2972 41	24,097 41
Antelope.....	2648 00	3258 38	25,373 32	8691 24	34,064 56
Banner.....	1000 00	.....	1567 30	5782 00	7349 30
Blaine.....	.....	.....	1800 00	3585 17	5385 17
Boone.....	.....	.....	23,085 00	5877 02	28,962 02
Box Butte.....	600 00	.....	7950 00	5214 83	13,164 83
Brown.....	.....	300 00	10,655 00	4691 48	15,346 48
Buffalo.....	717 50	3492 00	69,091 00	7386 05	76,477 05
Burt.....	10,000 00	.....	25,650 00	3029 49	28,679 49
Butler.....	4000 00	2707 00	36,545 00	4818 15	41,363 15
Cass.....	1778 00	2800 00	66,288 00	7695 94	73,983 94
Cedar.....	.....	.....	7830 00	3893 19	11,723 19
Chase.....	.....	.....	7639 00	5596 32	13,235 32
Cherry.....	3000 00	2000 00	7835 00	1959 96	9794 96
Cheyenne.....	500 00	.....	13,875 00	9836 85	23,711 85
Clay.....	1900 00	700 00	23,150 00	5594 34	28,744 34
Colfax.....	400 00	180 00	15,950 00	2674 54	18,624 54
Corning.....	1420 00	1500 00	20,395 00	3755 43	24,150 43
Custer.....	2962 13	.....	33,215 25	31,120 60	64,335 85
Dakota.....	.....	.....	3250 00	478 35	3728 35
Dawes.....	2890 00	.....	35,200 00	9526 72	44,726 72

Dawson.....	19,960 00	1680 00	45,109 00	2544 50	47,653 50
Deuel.....	415 00	462 83	7513 33	3180 98	10,694 31
Dixon.....	1000 00	.....	5709 25	4277 39	9986 64
Dodge.....	4200 00	.....	49,700 00	9621 61	53,321 61
Douglas.....	8425 00	.....	288,005 00	4200 35	292,205 35
Dundy.....	1130 00	.....	11,145 00	3772 77	14,917 77
Fillmore.....	1091 00	12,791 00	25,435 00	4105 30	29,540 30
Franklin.....	.....	.....	25,013 00	2154 01	27,167 01
Frontier.....	5133 00	.....	18,964 50	13,446 15	32,410 65
Furnas.....	4360 00	865 00	54,640 00	8876 78	63,516 78
Gage.....	8350 00	6795 00	96,716 20	7371 57	104,087 77
Garfield.....	.....	.....	5600 00	1440 12	7040 12
Gosper.....	2450 00	.....	18,122 72	5976 43	24,099 15
Grant.....	.....	.....	1000 00	122 41	1122 41
Greeley.....	250 00	989 65	11,375 00	2378 70	13,753 70
Hall.....	10,000 00	5000 00	69,868 00	2261 25	72,129 25
Hamilton.....	.....	.....	20,995 00	1468 45	22,463 45
Harlan.....	1000 00	.....	38,664 44	4976 01	43,640 45
Hayes.....	370 00	.....	4835 00	5928 90	10,763 90
Hitchcock.....	.....	800 00	18,462 00	5229 92	23,691 92
Holt.....	3000 00	5200 00	47,871 05	23,427 40	71,298 45
Hooker.....	500 00	.....	1200 00	379 84	1579 84
Howard.....	1000 00	1235 00	26,125 00	6868 36	32,993 36
Jefferson.....	500 00	3648 00	20,809 00	1272 75	22,081 75
Johnson.....	12,000 00	.....	17,360 00	3579 49	20,939 49
Kearney.....	955 00	1985 00	21,984 58	4306 48	26,291 06
Keith.....	500 00	2000 00	7925 00	1583 45	9508 45
Keya Paha.....	897 00	.....	2425 00	6474 31	8899 31
Kimball.....	.....	.....	1500 00	1589 14	3089 14
Knox.....	400 00	.....	11,693 00	12,237 53	23,930 53
Lancaster.....	21,450 00	8625 00	90,821 00	6656 04	97,477 04
Lincoln.....	4320 00	.....	13,614 00	13,222 82	26,836 82
Logan.....	342 50	.....	2445 44	3513 19	5958 63
Loup.....	.....	.....	2873 00	3747 91	6620 91
Madison.....	.....	.....	48,635 07	7047 57	55,682 64
McPherson.....	.....	.....	.....	.....	.....

TABLE NO. 5.—*Continued.*
 Indebtedness of Districts, by Counties, for the Year Ending
 July 13, 1891.

COUNTY.	INDEBTEDNESS.				
	Amount of Bonds Is- sued Dur- ing the Year.	Amount of Bond'd Debt Cancelled During the Year.	Bonded ness.	All Other Indebted- ness.	Total In- debted- ness of Districts.
Merrick.....	\$ 350 00	\$.....	\$ 31,905 00	2504 14	\$ 34,409 14
Nance.....	500 00	2550 00	8502 32	7309 01	15,811 33
Nemaha.....	1500 00	.....	16,846 33	5663 86	22,510 19
Nuckolls.....	20,900 00	1000 00	54,250 00	1964 56	56,214 56
Otoe.....	558 00	1150 00	36,650 00	1610 66	38,260 66
Pawnee.....	700 00	50 00	21,000 00	2729 14	23,729 14
Perkins.....	631 50	.....	14,639 50	6721 13	21,360 63
Phelps.....	16,075 00	775 00	48,965 00	3325 03	52,290 03
Pierce.....	1400 00	.....	11,920 00	1706 70	13,626 70
Platte.....	700 00	.....	23,150 00	4923 00	28,073 00
Polk.....	.....	.....	10,250 00	4231 31	14,481 31
Red Willow.....	1025 00	.....	40,257 60	6803 70	47,061 30
Richardson.....	10,000 00	10,700 00	28,900 00	9904 59	38,704 59
Rock.....	3000 00	.....	6735 00	5495 80	12,230 80
Saline.....	1000 00	2300 00	44,259 00	3809 50	48,068 50
Sarpy.....	525 00	.....	7525 00	1752 25	9277 25
Saunders.....	2600 00	.....	29,820 40	3828 09	33,648 49
Scott's Bluffs.....	.....	.....	1744 00	1661 24	3405 24
Seward.....	500 00	1000 00	8800 00	3610 38	12,410 38
Sheridan.....	2299 40	.....	16,257 25	9284 06	25,542 21
Sherman.....	.....	.....	16,548 50	3230 66	19,779 16
Sioux.....	1000 00	.....	3400 00	3253 86	6653 86

Stanton.....	1700 00	6949 50	566 78	7516 28
Thayer.....	1049 05	37,318 80	6641 32	43,960 12
Thomas.....	.....	1700 00	325 04	2025 04
Thurston.....	.....	2450 00	1305 00	3755 00
Valley.....	1000 00	15,925 00	3753 16	19,678 16
Washington.....	500 00	13,800 00	6686 98	20,486 98
Wayne.....	500 00	15,525 00	834 86	16,359 86
Webster.....	900 00	26,137 00	7024 72	33,161 72
Wheeler.....	.....	2655 00	2425 27	5080 27
York.....	400 00	40,550 00	8132 60	48,682 60

TABLE NO. 6.
Indebtedness of School Districts, by Counties, for the year Ending
July 11, 1892.

COUNTY.	INDEBTEDNESS.				
	Amount of Bonds Issued During the Year.	Amount of Bonded Dft. Cancelled During the Year.	Bonded Indebtedness, July 11, 1892.	All Other Indebtedness, July 11, 1892.	Total Indebtedness, July 11, 1892.
Total for the State.....	\$ 597,494 09	\$ 118,628 51	\$2,590,888 41	\$ 514,543 65	\$3,105,432 06
Adams.....	.....	5700 00	27,700 00	4866 65	32,566 65
Antelope.....	1500 00	1578 75	24,324 70	7141 11	31,465 81
Banner.....	.....	82 00	1346 48	5194 70	6541 18
Blaine.....	.....	.....	1800 00	3577 77	5377 77
Boone.....	1350 00	.....	13,326 00	3538 71	16,864 71
Box Butte.....	3000 00	.....	11,600 00	5909 73	17,509 73
Boyd.....	.....	.....	300 00	6657 14	6957 14
Brown.....	250 00	215 00	3702 67	5517 08	9219 75
Buffalo.....	905 00	8527 00	61,514 00	6637 87	68,151 87
Burt.....	800 00	800 00	25,650 00	2412 97	28,062 97
Butler.....	2100 00	.....	42,234 00	7186 82	49,420 82
Cass.....	150 00	3131 00	76,378 25	9408 97	86,787 22
Cedar.....	7900 00	1400 00	11,775 00	3268 04	15,043 04
Chase.....	600 00	.....	6925 00	6058 87	12,983 87
Cherry.....	125 00	.....	7596 50	2820 52	10,417 02
Cheyenne.....	290 75	.....	14,210 00	14,642 27	28,852 27
Clay.....	5850 00	1500 00	23,600 00	3710 03	27,310 03
Colfax.....	1100 00	.....	20,400 00	1745 49	22,145 49
Cuming.....	6000 00	.....	28,981 00	2942 80	31,923 80
Custer.....	4000 00	.....	43,290 50	34,652 50	77,943 00
Dakota.....	.....	.....	3250 00	2400 17	5650 17

Dawes.....	2200 00	600 00	18,605 00	15,110 06	33,715 06
Dawson.....	1240 00	350 00	46,997 55	3255 34	50,252 89
Deuel.....	1912 00	2158 79	8573 33	4443 06	13,016 39
Dixon.....	23,000 00	1600 00	10,300 00	4274 49	14,574 49
Dodge.....	385,000 00	371 00	585,025 00	6011 24	52,611 24
Douglas.....	500 00	2626 87	11,273 17	5641 82	590,666 82
Dundy.....	850 00	2626 87	31,345 00	3416 00	14,689 17
Fillmore.....	400 00	2626 87	24,660 00	5544 26	36,889 26
Franklin.....	3828 00	8573 00	21,224 50	1095 87	25,755 87
Frontier.....	3674 00	2050 00	49,741 50	11,998 81	33,223 31
Furnas.....	15,000 00	2050 00	107,413 20	10,518 31	60,259 81
Gage.....	1000 00	2468 44	4360 00	10,524 69	117,937 89
Garfield.....	550 00	1777 66	16,540 00	2479 59	6839 59
Gosper.....	768 00	197 26	14,810 00	5974 68	22,514 68
Grant.....	6000 00	1200 00	1500 00	138 48	1638 48
Greeley.....	3000 00	8000 00	72,500 00	2515 11	17,325 11
Hall.....	1300 00	2410 00	19,150 00	4843 92	77,343 92
Hamilton.....	1300 00	3150 00	31,989 44	4104 02	23,254 02
Harlan.....	10,000 00	2600 00	4560 00	7408 70	39,398 14
Hayes.....	8000 00	2100 00	19,145 08	3814 04	8374 04
Hitchcock.....	1300 00	2180 00	42,496 88	3225 77	22,370 85
Holt.....	1300 00	2100 00	1200 00	22,431 63	64,928 51
Hooker.....	1300 00	2410 00	24,388 00	1200 00	1200 00
Howard.....	1300 00	3150 00	18,959 00	3148 52	27,530 52
Jefferson.....	10,000 00	2600 00	8274 10	1912 96	20,871 96
Johnson.....	8000 00	2100 00	28,684 68	2501 88	10,775 98
Kearney.....	7800 00	4491 00	9475 00	4205 46	32,890 14
Keith.....	19,270 00	200 00	2425 00	2493 23	11,968 23
Keya Paha.....	1130 00	345 44	1250 00	8766 57	11,191 57
Kimball.....	1500 00	6087 87	12,559 00	1202 46	2452 46
Knox.....	19,270 00	4491 00	104,800 00	8426 94	20,985 94
Lancaster.....	1130 00	200 00	15,984 00	10,102 64	114,902 64
Lincoln.....	345 44	212 50	1980 44	12,927 75	28,911 75
Logan.....	1500 00	6087 87	3115 00	2478 29	4458 73
Loup.....	1500 00	6087 87	59,234 25	3163 71	6278 71
Madison.....	1500 00	6087 87	59,234 25	10,645 36	69,879 61

TABLE NO. 6.—Continued.

Indebtedness of School Districts, by Counties, for the year Ending

July 11, 1892.

COUNTY.	INDEBTEDNESS.			
	Amount of Bonds Issued During the Year.	Amount of Bonds Cancelled During the Year.	Bonded Indebtedness, July 11, 1892.	All Other Indebtedness, July 11, 1892.
McPherson	\$.....	\$.....	\$.....	\$.....
Merrick	.....	3100 00	28,805 00	1022 81
Nance	.....	3350 00	12,230 00	2132 44
Nemaha	.....	.....	18,453 00	4056 64
Nuckolls	3300 00	.....	58,450 00	9442 78
Otoe	2200 00	1400 00	38,473 80	2325 54
Pawnee	940 00	1000 00	20,480 00	917 18
Perkins	4350 00	700 00	11,850 00	2963 96
Phelps	.....	.....	47,995 00	7881 20
Pierce	425 00	167 00	13,238 00	4528 27
Platte	1118 00	500 00	17,149 41	2812 99
Polk	1066 00	3065 87	7350 00	4370 53
Red Willow	.....	.....	43,307 40	11,107 53
Richardson	3042 90	900 00	27,900 00	8820 64
Rock	500 00	2900 00	6713 00	12,504 92
Saline	500 00	150 00	37,819 00	4879 06
Sarpy	.....	2250 00	17,525 00	8179 99
Saunders	12,000 00	2000 00	26,026 50	1530 46
Scott's Bluff	4124 00	4000 00	1752 48	8098 76
Seward	.....	.....	11,610 50	2360 84
Sheridan	2400 00	.....	15,422 25	5653 71
Sherman	1500 00	.....	16,072 75	8850 71
	1800 00	3625 50	.....	5525 33
				1022 81
				30,937 44
				16,286 64
				27,895 78
				60,775 54
				39,390 48
				23,443 96
				19,731 20
				52,523 27
				16,050 99
				21,519 94
				18,457 53
				52,128 04
				40,404 92
				11,592 05
				45,998 99
				19,055 46
				34,125 26
				4115 32
				17,264 21
				24,272 96
				21,598 08

Sioux.....	425 00	.....	4225 00	4449 12	8674 12
Stanton.....	1500 00	.....	7100 00	1077 73	8177 73
Thayer.....	4900 00	5990 00	35,668 60	7286 51	42,955 11
Thomas.....	.....	.....	1700 00	343 17	2043 17
Thurston.....	1000 00	.....	13,950 00	243 05	14,193 05
Valley.....	500 00	2262 00	21,180 00	6671 02	27,851 02
Washington.....	.....	100 00	13,900 00	6627 41	20,527 41
Wayne.....	1000 00	750 00	5500 00	776 89	6276 89
Webster.....	.....	500 00	34,130 00	5614 52	39,744 52
Wheeler.....	515 00	.....	2920 00	1590 44	4510 44
York.....	1900 00	1500 00	40,950 00	8862 14	49,812 14

TABLE NO. 7.

Teachers Necessary, Examined, Employed, Days Taught, and Wages Earned by Counties, for the Year Ending July 13, 1891.

COUNTY.	No. TEACHERS EXAMINED.					No. Teachers who have Taught within the Year.		Aggregate No. Days Taught by all Qualified Teachers.		Total Wages Earned by Teachers for the Year Whether Paid or Not Paid.	
	No. of Teachers Actually Necessary for Co.	Receiv'g Ist grade cer-tificates.	Receiv'g 2d grade cer-tificates.	Receiv'g 3d grade cer-tificates.	Receiv'g no cer-tificates.	Males.	Females.	Males.	Females.	Males.	Females.
Total State.	7533	503	5162	212	2178	2409	6392	298,317	781,708	\$ 671,909	\$ 1,535,407
Adams.....	120	13	120	15	35	39	94	5021	14,314	11,774	26,140
Antelope.....	75	1	93	23	117	23	66	3028	11,303	6,675	16,084
Banner.....	25	1	14	9	3	8	20	655	2309	853	3187
Blaine.....	17	.....	15	11	1	4	14	342	1138	431	1559
Boone.....	81	4	80	12	10	24	86	3007	8182	6998	13,948
Box Butte....	50	3	29	34	5	10	41	949	4613	2209	6834
Brown.....	60	4	20	24	12	14	56	1487	4947	3345	5440
Buffalo.....	162	12	108	88	65	142	142	5515	19,018	12,386	36,692
Burt.....	85	5	70	40	15	27	90	2930	10,585	7096	18,857
Butler.....	116	1	105	55	.....	45	97	6228	12,190	14,188	21,512
Cass.....	145	4	110	27	42	51	135	3247	17,187	16,917	31,112
Cedar.....	75	4	50	40	94	20	60	3247	7245	7453	11,760
Chase.....	55	3	36	33	10	13	50	1674	4640	2284	4701
Cherry.....	54	2	32	33	11	18	38	2074	3835	3568	5853
Cheyenne.....	60	9	46	11	3	23	49	2953	5458	5537	7062
Clay.....	114	14	113	17	144	55	91	7810	11,681	18,517	22,534
Colfax.....	79	10	56	28	14	44	44	5936	6869	13,766	13,601
Cuming.....	80	7	68	5	.....	22	56	3988	7853	9333	15,163
Custer.....	230	23	129	56	208	54	151	8010	14,895	12,571	21,319

Dakota.....	44	8	26	11	11	12	37	1487	4659	3655	8787
Dawes.....	75	4	45	38	1	19	63	2622	7350	5170	11,600
Dawson.....	121	24	73	42	139	33	92	3230	10,853	8041	16,079
Deuel.....	53	2	30	14	4	19	42	1486	3960	2532	6682
Dixon.....	81	2	74	9	5	14	60	2897	8741	4992	13,941
Dodge.....	123	10	85	36	90	20	60	4044	13,686	10,770	36,838
Douglas.....	71	7	66	13	10	44	368	6441	64,360	29,430	227,802
Dundy.....	63	1	45	17	65	17	46	1417	4652	1893	6093
Fillmore.....	126	.....	.....	.....	.....	44	103	6610	13,530	14,024	25
Franklin.....	82	13	71	7	.....	14	71	2639	8673	4889	25,267
Frontier.....	90	3	65	73	18	37	69	3747	6570	6624	13,479
Furnas.....	117	11	86	35	14	32	85	3664	10,265	6,717	9736
Gage.....	220	3	122	55	20	71	161	9731	25,386	23,512	17,271
Garfield.....	25	2	19	1	22	7	18	349	1884	291	50,814
Gosper.....	63	6	36	41	15	19	55	2182	5147	3864	3615
Grant.....	6	.....	2	.....	.....	1	4	120	376	242	8016
Greeley.....	60	4	59	16	15	23	50	2884	5542	4853	606
Hall.....	114	30	100	20	10	40	130	5104	15,692	15,565	31,756
Hamilton.....	115	2	90	40	132	50	117	4835	12,655	9363	28,265
Harlan.....	94	2	80	28	110	19	75	2790	9056	5790	14,788
Hayes.....	55	2	28	22	1	20	45	1543	4200	2,014	5,136
Hitchcock.....	86	6	58	10	6	24	56	2149	4884	4,616	8177
Holt.....	175	5	100	21	.....	45	156	5700	17,253	9763	22,655
Hooker.....	6	.....	2	5	.....	3	3	167	451	390	570
Howard.....	81	3	58	24	2	32	56	4745	6877	9600	12,226
Jefferson.....	111	8	71	55	32	41	93	5252	12,717	11,593	23,235
Johnson.....	94	12	66	54	27	45	77	4760	9434	9248	14,826
Kearney.....	77	4	60	33	20	24	67	3063	8179	6529	14,040
Keith.....	46	3	55	19	6	15	26	1527	3293	2718	5983
Keya Paha.....	50	3	35	15	5	12	46	1367	3325	1478	4284
Kimball.....	17	1	11	.....	3	5	14	920	1584	2026	3037
Knox.....	60	3	60	32	95	15	68	2318	9446	5056	13,957
Lancaster.....	290	13	156	28	30	72	215	10,520	34,111	27,985	82,171
Lincoln.....	120	5	55	33	8	34	86	4071	10,172	8593	20,437
Logan.....	20	.....	21	2	2	7	12	1179	1179	1,101	1703
Loup.....	19	.....	18	9	1	7	16	803	1046	1062	1231

TABLE NO. 7.—Continued.

Teachers Necessary, Examined, Employed, Days Taught, and Wages Earned by Counties, for the Year Ending July 13, 1891.

COUN Y.	No. Teachers Examined.					No. Teachers who have Taught within the Year.		Aggregate No. Days Taught by all Qualified Teachers.		Total Wages Earned by Teachers for the Year Whether Paid or Not Paid.			
	No. of Teachers Actually Necessary for Co.	Receiv'g 1st grade cer-tificates.	Receiv'g 2d grade cer-tificates.	Receiv'g 3d grade cer-tificates.	Receiv'g no certificates.	Males.	Females.	Males.	Females.	Males.	Females.		
Madison.....	100	6	63	28	9	31	79	3149	7612	8733	28	19,067	39
McPherson.....	8	.....	5	5	.....	1	7	120	360	.....	.....	525	00
Merrick.....	74	9	65	19	.....	35	66	122	130	9516	00	14,143	50
Nance.....	57	3	47	22	12	20	64	2403	5736	6046	40	11,827	97
Nemaha.....	88	9	54	35	20	38	67	5178	7661	10,722	50	14,459	09
Nuckolls.....	100	5	57	57	30	48	76	5495	9895	12,769	15	16,623	45
Otoe.....	148	10	116	70	9	51	130	6674	16,967	16,809	49	30,288	45
Pawnee.....	91	9	85	83	26	31	85	3867	9961	7871	00	16,632	67
Perkins.....	74	1	24	13	6	27	59	2552	4995	4048	89	7333	01
Phelps.....	80	11	.....	36	10	25	69	3073	8236	6482	35	14,110	15
Pierce.....	59	2	54	16	13	12	53	1370	6994	2932	64	19,296	48
Platte.....	95	.....	52	60	40	28	75	3270	8741	8229	50	19,324	07
Polk.....	80	5	65	51	9	32	70	3358	8690	6997	35	14,860	75
Red Willow.....	82	3	46	28	4	23	59	3514	6669	6385	24	12,464	51
Richardson.....	136	11	82	21	.....	62	102	7503	13,095	16,363	26	23,198	36
Rock.....	45	5	28	21	24	11	28	1693	3223	2290	00	4339	07
Saline.....	158	8	139	29	40	46	142	6694	18,645	16,693	68	34,481	08
Sarpy.....	45	7	52	14	2	26	31	3458	3728	8861	25	7797	65
Saunders.....	148	6	125	51	19	56	130	9010	14,449	19,498	55	29,325	06
Scotts Bluff..	26	4	13	7	.....	6	15	668	1034	1003	30	1369	00

Seward.....	117	5	119	30	.....	31	126	5344	13,439	12,052 00	26,121 85
Sheridan.....	100	5	52	56	20	52	78	1957	6448	4248 28	9174 65
Sherman.....	74	5	49	9	.....	26	54	2804	4753	5469 40	9415 83
Sioux.....	22	1	14	9	1	7	13	563	1603	783 67	2776 50
Stanton.....	49	3	37	9	1	6	35	1161	5522	2603 00	9076 65
Thayer.....	119	14	74	48	12	40	96	5070	12,225	11,351 50	20,732 10
Thomas.....	6	.....	6	5	2	1	6	199	656	340 30	856 00
Thurston.....	8	.....	9	1	10	2	11	220	1017	600 00	1961 00
Valley.....	70	15	60	9	.....	39	54	3766	5113	8158 90	8128 50
Washington..	68	4	62	20	12	24	69	3274	10,048	8184 60	18,657 00
Wayne.....	70	6	43	16	.....	19	63	1879	7636	3376 25	13,527 50
Webster.....	99	4	67	16	94	29	83	3772	10,746	7976 61	17,056 23
Wheeler.....	30	.....	13	11	4	9	25	499	1670	643 00	2112 75
York.....	121	5	63	38	52	45	130	5633	13,401	11,766 05	27,262 08

TABLE NO. 8.

Teachers Necessary, Examined, Employed, Days Taught, and Wages Earned, by Counties, for the Year Ending July 11, 1892.

COUNTY.	No. of Teachers					No. Teachers who					Aggregate No. Days				Total Wages Earned by			
	Nec- essary for Co.	Actualy Emp.	Ist grade cer- tificates.	2d grade cer- tificates.	3d grade cer- tificates.	Receiv'g no certificates.	No. Teachers who have Taught within the Year.		Aggregate No. Days Taught by all Qualified Teachers.	Whether Paid or Not Paid.	Males.		Females.		Males.		Females.	
							Males.	Females.										
Total State.	7877	635	5192	2472	1024	2335	6750	297,214	834,518	\$	672,131	48,633	251	59	672,131	48,633	251	59
Adams.....	124	13	120	15	.....	40	92	3802	11,156		8084	20	18,022	35	8084	20	18,022	35
Antelope.....	130	7	73	40	.....	52	163	3841	11,184		5500	06	18,930	67	5500	06	18,930	67
Banner.....	20	.....	17	11	3	9	27	840	2141		1139	80	2820	76	1139	80	2820	76
Blaine.....	16	.....	11	4	.....	2	13	217	1276		247	00	1722	09	247	00	1722	09
Boone.....	84	3	100	7	.....	16	88	3118	13,497		6751	44	13,886	90	6751	44	13,886	90
Box Butte....	50	8	15	30	5	13	40	1883	4713		3515	50	6612	75	3515	50	6612	75
Boyd.....	30	2	37	20	4	8	34	561	2643		825	95	3305	86	825	95	3305	86
Brown.....	52	8	22	26	1	14	47	1978	5151		3234	00	7853	23	3234	00	7853	23
Buffalo.....	164	12	90	39	16	29	135	4893	19,455		12,575	20	38,468	27	12,575	20	38,468	27
Burt.....	86	2	64	60	9	25	98	3241	10,952		8006	99	18,742	29	8006	99	18,742	29
Butler.....	120	9	120	40	10	56	110	6622	12,303		15,161	94	21,712	10	15,161	94	21,712	10
Cass.....	147	12	137	49	23	56	141	6947	17,631		17,631	00	32,454	23	17,631	00	32,454	23
Cedar.....	76	4	80	40	.....	30	95	3113	8566		7544	99	13,886	30	7544	99	13,886	30
Chase.....	55	3	35	15	3	10	52	1452	4572		2285	25	5800	95	2285	25	5800	95
Cherry.....	60	1	31	20	.....	26	49	2432	4135		4470	61	7376	80	4470	61	7376	80
Cheyenne.....	65	12	39	33	.....	20	65	2112	6145		4481	00	11,323	70	4481	00	11,323	70
Clay.....	117	7	68	42	23	55	93	7213	12,850		17,954	91	23,570	25	17,954	91	23,570	25
Colfax.....	80	8	60	47	17	36	44	5623	7697		13,019	10	16,062	50	13,019	10	16,062	50
Cuming.....	80	8	50	22	.....	28	64	5006	7807		4302	00	14,943	64	4302	00	14,943	64

Custer.....	200	22	130	60	45	46	163	5953	19,843	10,660	30,204
Dakota.....	46	10	12	26	.....	6	38	1863	4697	4158	9384
Dawes.....	80	8	50	32	14	19	56	2323	7670	5122	13,610
Dawson.....	117	16	65	74	.....	36	100	4904	11,124	8920	20,285
Deuel.....	55	1	35	4	4	18	30	2085	3815	3970	6383
Dixon.....	84	7	59	21	12	23	86	2651	9133	5833	14,077
Dodge.....	128	17	100	20	.....	43	143	4763	18,570	13,609	36,271
Douglas.....	429	10	71	22	10	50	379	7333	67,306	31,024	239,628
Dundy.....	63	3	45	15	3	12	44	1227	4370	2355	6045
Fillmore.....	128	5	91	53	21	44	95	6205	14,425	15,229	26,492
Franklin.....	80	5	80	6	.....	19	78	8335	8335	5561	13,028
Frontier.....	90	5	57	59	9	28	84	3079	8470	5824	12,135
Furnas.....	100	10	78	33	5	28	92	3513	10,695	4610	17,192
Gage.....	228	12	139	75	20	85	193	11,291	25,948	30,436	52,873
Garfield.....	22	.....	26	4	.....	5	25	639	1351	679	3517
Gosper.....	60	2	34	21	7	12	59	1473	5942	2901	9491
Grant.....	5	.....	3	6	1	2	5	276	377	460	485
Greeley.....	62	10	49	14	13	25	66	2561	6343	4234	10,654
Hall.....	125	20	8	30	24	38	108	5526	15,383	15,344	32,542
Hamilton.....	116	6	90	41	10	36	100	4539	12,858	10,069	22,877
Harlan.....	83	4	65	30	10	24	73	2302	9252	5386	14,706
Hayes.....	61	3	28	20	4	13	43	1251	4093	1733	5319
Hitchcock.....	55	2	40	17	6	21	44	2299	6392	4844	8611
Holt.....	150	12	50	59	35	40	81	5249	17,957	9819	24,793
Hooker.....	6	1	2	4	.....	3	5	320	402	420	520
Howard.....	83	6	58	25	13	33	65	4715	7316	9299	12,843
Jefferson.....	112	5	73	63	64	43	95	5597	12,649	13,637	23,736
Johnson.....	93	10	45	31	.....	22	68	2938	8885	7186	18,263
Kearney.....	79	12	72	14	11	21	67	3032	8718	6799	15,640
Keith.....	47	4	45	7	5	20	38	2028	3722	3952	6588
Keya Paha.....	60	1	40	20	10	15	46	1771	4046	2351	4798
Kimball.....	15	2	12	2	6	4	14	385	1975	1632	3515
Knox.....	70	1	39	14	11	12	60	1820	10,616	3769	16,970
Lancaster.....	300	23	159	35	38	64	240	9283	29,296	27,289	91,320
Lincoln.....	125	9	65	55	14	34	104	3982	11,632	8600	22,370
Logan.....	19	5	9	6	.....	6	12	498	1491	825	2066

TABLE NO. 8.—Continued.

Teachers Necessary, Examined, Employed, Days Taught, and Wages Earned, by Counties, for the Year Ending July 11, 1892.

COUNTY.	No. of Teachers Actually Necessary for Co.					No. Teachers Examined.				No. Teachers who have Taught within the Year.		Aggregate No. Days Taught by all Qualified Teachers.		Total Wages Earned by Teachers for the Year Whether Paid or Not Paid.	
	No.	1st	2d	3d	4th	5th	6th	7th	8th	9th	10th	11th	12th	Males.	Females.
Loup.....	20	.....	2	10	9	2	10	9	8	38	12	811	851	1070	1161
Madison.....	104	.....	2	90	14	30	90	14	38	103	103	3819	11,821	9348	21,784
McPherson.....	9	.....	1	6	6	2	6	6	2	6	6	140	450	195	603
Merrick.....	74	11	3	76	20	21	76	20	30	75	49	3967	8172	9082	14,624
Nance.....	57	11	3	56	25	18	56	25	24	48	66	2399	4589	4162	8562
Nemaha.....	91	11	3	59	63	15	59	63	48	66	66	5833	8184	12,240	14,019
Nuckolls.....	104	10	88	109	40	26	109	40	34	87	87	4848	10,979	10,841	18,879
Otoe.....	150	15	15	109	40	26	109	40	58	128	128	7251	15,832	18,661	33,206
Pawnee.....	94	11	100	100	49	33	100	49	37	44	82	4426	9644	8703	16,900
Perkins.....	70	5	38	38	19	7	38	19	15	58	58	2256	3469	4301	7740
PHELPS.....	81	9	49	49	50	10	49	50	15	74	74	2322	9299	5200	16,640
Pierce.....	70	3	53	53	28	10	53	28	14	70	70	1210	7816	2336	12,414
Platte.....	92	1	48	48	22	26	48	22	28	73	73	4004	10,267	9353	19,055
Polk.....	80	6	62	62	45	4	62	45	32	78	78	3763	9084	7754	14,864
Red Willow.....	80	3	45	45	35	7	45	35	19	63	63	2795	7510	5805	13,306
Richardson.....	138	10	88	88	69	19	88	69	53	110	110	5773	13,864	14,197	34,469
Rock.....	40	2	30	30	13	20	30	13	10	31	31	1468	3549	2088	4648
Saline.....	158	12	155	155	39	38	155	39	52	136	136	6996	19,206	16,837	35,463
Sarpy.....	47	13	56	56	9	2	56	9	22	34	34	2148	3507	8723	9168
Saunders.....	155	5	123	123	39	41	123	39	55	96	96	9033	14,798	22,192	31,729

Scotts Bluff	25	11	6	.....	31	4	18	376	1361	585 00	2256 87
Seward	116	75	30	31	25	111	111	3480	15,354	8729 42	27,737 50
Sheridan	110	60	31	.....	23	72	72	1860	7977	3734 38	10,350 46
Sherman	73	52	12	.....	17	40	40	2616	6138	5192 96	9554 17
Sioux	29	13	14	6	8	21	21	752	730	945 00	360 00
Stanton	50	37	15	.....	8	45	45	722	5534	2012 00	9640 53
Thayer	120	89	30	18	34	102	102	4626	12,571	10,005 25	23,612 72
Thomas	8	4	5	1	1	5	5	90	765	202 50	1077 00
Thurston	9	5	5	.....	2	9	9	351	978	1035 00	1545 00
Valley	71	72	19	3	30	67	67	3384	6456	6406 25	10,240 35
Washington	81	50	30	24	25	63	63	3434	10,063	9874 75	18,668 15
Wayne	75	64	24	2	23	90	90	3178	6724	4835 38	13,844 56
Webster	99	14	12	13	25	81	81	3879	10,789	8596 95	8089 86
Wheeler	33	19	.8	1	6	26	26	737	1586	767 04	2023 50
York	132	96	34	50	37	120	120	4867	15,890	10,828 53	28,135 59

TABLE NO. 9.

Total Number of Children, Number Attending School, Number and Attendance of Children Between Eight and Fourteen Years, by Counties, for the Year Ending July 13, 1891.

COUNTY.	No. of Children between the ages of 5 and 21 years.			Whole No. of Children that Attended School during the year.			Average Attendance.	Total No. bet. 8 and 14 years inclusive.	Total No. at school bet. 8 & 14 yrs. inclusive.	Enrollment as to age of Pupils.		
	Males.	Fem'l's.	Total.	Males.	Fem'l's.	Total.				Under 5 yrs.	Over 5 yrs.	Between 5 & 21 yrs.
Total for the State.	171,029	162,086	333,115	128,026	119,294	247,320	146,315	154,591	133,153	841	526	245,953
Adams.....	3024	2801	5825	1463	1191	2654	1477	1979	1530	10	3	2641
Antelope.....	1970	1796	3766	1641	1547	3188	1800	1943	1815	.....	.....	3188
Banner.....	433	359	792	397	314	711	457	314	302	4	3	704
Blaine.....	171	145	316	135	122	257	183	161	153	8	1	248
Boone.....	1666	1486	3152	1588	1158	2746	1010	1015	981	7	8	2731
Box Butte.....	694	667	1361	521	536	1057	499	608	495	.....	.....	1057
Brown.....	864	872	1736	641	738	1379	800	1034	886	.....	.....	1379
Buffalo.....	3739	3363	7102	2986	2796	5782	3757	3879	3042	11	19	5752
Burt.....	2229	1995	4224	1739	1609	3348	2036	2009	1876	10	3	3335
Butler.....	2958	2742	5700	2155	1937	4092	2200	2321	2212	13	6	4073
Cass.....	3995	3715	7710	2974	2785	5759	3362	3383	3079	19	6	5734
Cedar.....	1477	1343	2820	913	757	1670	1159	1311	1081	6	4	1660
Chase.....	654	564	1218	596	517	1113	684	429	314	20	11	1082
Cherry.....	749	700	1449	499	497	996	500	627	504	14	7	975
Cheyenne.....	836	775	1611	672	612	1284	762	1190	897	.....	.....	1284
Clay.....	3082	2807	5889	2617	2278	4895	2742	2735	2341	12	23	4860
Colfax.....	2217	2079	4296	1641	1534	3175	1659	1910	1526	11	5	3159
Corning.....	2341	2232	4573	1608	1432	3040	1683	1899	1518	7	4	3029
Custer.....	3603	3378	6981	2163	2004	4167	2081	2826	2496	41	37	4089
Dakota.....	1012	944	1956	834	743	1577	1352	744	705	1	.....	1576
Dawes.....	1354	1280	2634	1108	1093	2201	1574	1355	1209	25	5	2174

Dawson.....	1929	1750	3679	1605	1380	2985	1600	2030	1745	2	1	2982
Deuel.....	438	399	837	413	356	769	643	567	505	.....	.....	769
Dixon.....	1621	1492	3113	1261	1173	2434	1274	1447	1366	18	9	2407
Dodge.....	3374	3388	6762	2627	2474	5101	3000	2477	2647	7	5	5089
Douglas.....	16,555	16,541	33,096	8855	9251	18,106	11,934	14,866	9835	10	12	18,084
Dundy.....	623	571	1194	550	505	1055	685	594	544	14	3	1088
Fillmore.....	3175	2935	6110	2629	2327	4956	3196	3196	2771	9	22	4925
Franklin.....	1446	1367	2813	1214	1172	2386	1200	1298	1065	28	8	2350
Frontier.....	1378	1305	2683	1097	1036	2133	1362	1372	1084	30	6	2097
Furnas.....	1622	1575	3197	1433	1399	2832	1870	1219	1187	14	14	2804
Gage.....	5387	4986	10,373	4257	3798	8055	4914	5193	4418	10	6	8039
Garfield.....	235	253	488	160	148	308	100	139	112	5	1	302
Gosper.....	860	806	1666	692	688	1380	620	781	727	17	4	1359
Grant.....	81	66	147	75	44	119	62	52	49	.....	2	117
Greeley.....	984	881	1865	730	815	1545	780	816	708	2	10	1533
Hall.....	2820	2878	5698	2997	2372	4769	2100	2939	2705	16	2	4751
Hamilton.....	2680	2474	5154	2191	1967	4158	2002	2055	1953	12	8	4138
Harlan.....	1437	1343	2780	1270	1180	2450	2004	1662	1655	7	.....	2443
Hayes.....	620	618	1238	559	513	1072	822	558	508	.....	.....	1072
Hitchcock.....	811	952	1763	876	802	1678	1400	1700	1717	4	.....	1674
Holt.....	2938	2602	5300	2391	2247	4638	3164	2340	2192	3	19	4616
Hooker.....	50	35	85	37	36	73	47	43	24	1	.....	72
Howard.....	1974	1697	3671	1513	1302	2815	1546	1876	1577	.....	.....	2815
Jefferson.....	2847	2647	5494	2291	2011	4302	2418	2508	2284	4	3	4295
Johnson.....	2014	2009	4023	1476	1433	2909	2144	3237	2666	.....	.....	2909
Kearney.....	1790	1753	3543	1468	1425	2893	1600	1537	1656	9	14	2870
Keith.....	351	316	667	276	270	546	331	298	233	5	15	526
Keya Paha.....	628	591	1219	487	444	931	676	457	503	4	1	926
Kimball.....	145	121	266	113	104	217	136	178	169	5	1	211
Knox.....	1259	1190	2449	1761	1627	3388	1400	1680	1425	7	1	3380
Lancaster.....	9468	9266	18,734	6041	5619	11,660	7288	7453	6631	23	25	11,612
Lincoln.....	1767	1650	3417	1267	1266	2533	1533	1590	1380	24	2	2507
Logan.....	213	200	413	184	177	361	170	207	192	5	3	353
Loup.....	260	223	483	201	229	430	213	319	273	1	.....	429
Madison.....	2514	2499	5013	1951	1943	3894	777	1111	787	.....	.....	3894
McPherson.....	56	34	90	35	28	63	46	45	36	3	.....	60

TABLE NO. 9.—Continued.

Total Number of Children, Number Attending School, Number and Attendance of Children Between Eight and Fourteen Years, by Counties, for the Year Ending July 13, 1891.

COUNTY.	No. of Children between the ages of 5 and 21 years.			Whole No. of Children that Attended School during the year.			Average Attendance.	Total No. at school bet. 8 and 14 years inclusive.			Total No. at school bet. 8 & 14 yrs. inclusive.			Enrollment as to age of Pupils.		
	Males.		Total.	Males.		Total.		Total No.	bet. 8 and 14 years in-clusive.	Total No. at school bet. 8 & 14 yrs. inclusive.	Under 5 yrs.	Over 5 yrs.	Bet. 5 & 21 yrs.			
	Males.	Fem'l's.		Males.	Fem'l's.											
Merrick.....	1566	1553	3119	1290	1232	2522	1618	1925	1279	516	1279	5	7	2510		
Nance.....	948	888	1836	616	529	1145	767	592	516	1847	516	7	4	1134		
Nemaha.....	2416	2355	4771	1501	1431	2932	1637	2354	1847	1765	1847	2	2	2928		
Nuckolls.....	1925	1898	3823	1567	1573	3140	2444	1919	1765	2962	1765	15	9	3116		
Otoe.....	3729	3509	7238	2764	2510	5274	2980	3432	2962	1680	2962	22	19	5233		
Pawnee.....	2011	1810	3821	1713	1537	3250	2120	1749	1680	470	1680	26	14	3210		
Perkins.....	581	550	1131	494	505	999	450	527	470	1445	470	11	5	983		
Phelps.....	1706	1507	3213	1422	1240	2662	1529	1459	1445	694	1445	2	6	2654		
Pierce.....	1093	979	2072	808	711	1517	1133	768	694	1133	694	11	4	1502		
Platte.....	2787	2873	5660	1471	1679	3150	1820	2309	1689	1278	1689	12	8	3130		
Polk.....	1971	1827	3798	1578	1375	2953	1491	1710	1529	1109	1529	20	7	2926		
Red Willow.....	1463	1578	3041	1130	1144	2274	1100	1278	1109	3360	1109	4	...	2270		
Richardson.....	3455	3332	6787	2814	2644	5458	3360	3004	2770	468	2770	19	5	5434		
Rock.....	536	464	1000	504	471	975	639	526	468	3276	468	7	...	968		
Saline.....	3961	3620	7581	3110	2759	5869	3932	3636	3276	1017	3276	25	8	5836		
Saary.....	1243	1200	2443	895	844	1739	1155	1147	1017	3932	1017	8	3	1728		
Saunders.....	4251	4014	8265	3290	2958	6248	4026	4452	3932	198	3932	4	1	6239		
Scott's Bluff.....	229	239	468	166	180	346	274	262	198	2450	198	4	1	341		
Seward.....	3042	2831	5873	2300	2130	4430	3243	2718	2450	901	2450	21	5	4404		
Sheridan.....	1250	1156	2406	918	878	1796	838	990	901	1185	901	22	10	1764		
Sherman.....	1246	1185	2431	926	828	1754	900	1185	961	221	961	1	2	1751		
Sioux.....	292	297	589	256	239	495	208	289	221	...	221	10	2	483		

Stanton.....	963	795	1758	634	568	1202	600	843	660	5	5	3	1194
Thayer.....	2458	2275	4733	2061	1817	3878	2530	1923	1703	3	3	8	3867
Thomas.....	65	87	152	58	67	125	76	80	47	...	...	...	125
Thurston.....	191	209	400	116	137	253	166	214	131	...	...	1	252
Valley.....	1349	1122	2471	1186	1041	2227	1200	1237	1213	4	4	5	2218
Washington.....	2377	2299	4676	1813	1676	3489	2009	2180	1997	...	...	...	3489
Wayne.....	1192	953	2135	910	760	1670	900	1108	970	7	7	19	1644
Webster.....	2013	2012	4025	1728	1551	3279	1486	1930	1791	30	30	12	3237
Wheeler.....	316	273	589	252	230	482	347	339	328	1	1	1	480
York.....	3236	2940	6176	2463	2289	4752	2857	3034	2843	15	15	9	4728

TABLE NO. 10.

Total Number of Children, Number Attending School, Number and Attendance of Children Between Eight and Fourteen Years, by Counties, for the Year Ending July 11, 1892.

COUNTY.	No. of Children between the ages of 5 and 21 years.			Whole No. of Children that Attended School during the year.			Average Attendance.	Total No. bet. 8 and 14 years inclusive.	Total No. at graded sch. bet. 8 & 14 yrs. incl.	Enrollment as to age of Pupils.		
	Males.	Fem'l's.	Total.	Males.	Fem'l's.	Total.				Under 5 yrs.	Over 5 yrs.	Between 5 & 21 yrs.
Total State.....	176,326	167,303	343,629	130,083	123,826	253,909	139,710	159,732	138,892	872	379	252,658
Adams.....	3199	3021	6220	1458	1252	2710	2679	2,910	2598	27	9	2674
Antelope.....	1953	1915	3868	1778	1738	3516	.....	368	330	5	2	3516
Banner.....	387	328	715	316	263	579	372	164	141	5	.....	273
Blaine.....	169	141	310	160	118	278	252	1502	1283	19	12	2728
Boone.....	1759	1651	3410	1477	1282	2759	744	777	652	.....	.....	1136
Box Butte.....	701	686	1387	562	574	1136	382	614	338	6	.....	661
Boyd.....	653	627	1280	325	343	667	1174	783	670	2	2	1205
Brown.....	699	664	1363	615	594	1209	3282	3504	2865	34	3	5438
Buffalo.....	3865	3551	7416	2731	2432	5163	2060	2034	1764	9	12	3178
Burt.....	2194	1979	4173	1683	1516	3199	.....	2659	2483	26	5	4630
Butler.....	2917	2736	5653	2432	2229	4661	3437	3824	3049	28	12	5762
Cass.....	4040	3863	7903	2985	2817	5802	1709	1558	1373	13	1	2355
Cedar.....	1682	1453	3135	1191	1178	2369	664	604	558	7	5	1053
Chase.....	641	591	1232	545	520	1065	633	820	684	16	8	1238
Cherry.....	750	741	1491	613	649	1262	786	784	775	.....	2	1275
Cheyenne.....	822	787	1609	672	605	1277	2722	2746	2711	.....	.....	4862
Clay.....	3180	2966	6146	2545	2317	4862	1685	2287	1771	13	.....	3173
Colfax.....	2224	2081	4305	1661	1525	3186	1534	2171	1854	1	3	3280
Cuming.....	2355	2204	4559	1684	1600	3284	3829	3521	3382	51	14	6081
Custer.....	3780	3538	7318	3129	3017	6146	1208	958	866	2	4	1610
Dakota.....	1039	984	2023	833	783	1616	.....	.....	.....	.....	.....	.....

Dawes.....	1364	1278	2642	1108	1062	2170	1830	1266	1197	12	4	2154
Dawson.....	2100	1913	4013	1625	1519	3144	1519	1710	1263	9	3	3132
Deuel.....	421	391	812	418	397	815	554	669	662	...	...	815
Dixon.....	1761	1570	3331	1169	1099	2268	1213	1525	1224	5	3	2260
Dodge.....	3415	3306	6721	2608	2442	5050	2497	2348	3043	9	2	5039
Douglas.....	16,600	16,694	83,294	9263	9550	18,813	13,577	14,205	10,035	7	10	18,796
Dundy.....	553	512	1065	479	469	948	610	547	476	14	3	931
Fillmore.....	3191	2950	6141	2524	2432	4956	...	3120	2910	8	5	4943
Franklin.....	1458	1416	2874	1205	1173	2378	1643	1372	1064	26	6	2346
Frontier.....	1446	1446	2945	1165	1134	2299	1271	1463	1228	14	...	2285
Furnas.....	1817	1731	3548	1429	1467	2896	1881	1717	1473	10	14	2872
Gage.....	5615	5186	10,801	4410	3962	8372	5048	5159	4797	16	11	8345
Garfield.....	255	238	493	239	220	459	355	212	219	1	1	457
Gosper.....	887	793	1680	669	623	1292	...	815	680	5	1	1286
Grant.....	75	61	136	55	53	108	87	65	55	...	1	107
Greeley.....	1039	893	1932	817	753	1570	977	1063	892	1	5	1564
Hall.....	2999	3036	6035	2401	2338	4739	4154	2830	2559	13	1	4725
Hamilton.....	2662	2527	5189	2128	1989	4117	2318	2452	2185	28	10	4079
Harlan.....	1529	1425	2954	1203	1072	2275	1219	1333	1390	22	12	2241
Hayes.....	645	536	1181	416	407	823	462	637	434	...	...	823
Hitchcock.....	1018	913	1931	860	786	1646	1339	1257	1154	2	...	1644
Holt.....	2525	2361	4886	2203	2240	4443	3375	2573	2501	8	7	4428
Hooker.....	48	36	84	39	31	70	43	35	40	...	...	70
Howard.....	1971	1749	3720	1383	1233	2616	1300	1868	1404	13	5	2598
Jefferson.....	2824	2654	5478	2254	2015	4269	2396	2528	2417	23	4	4242
Johnson.....	1971	2136	4107	1620	1438	3058	2158	2710	2292	...	...	3058
Kearney.....	1893	1847	3740	1402	1367	2769	1989	1749	1544	10	6	2753
Keith.....	415	328	743	343	274	617	346	369	333	4	...	613
Kaya Paha.....	638	552	1190	541	491	1032	753	608	500	...	...	1032
Kimball.....	150	129	279	113	94	207	147	128	123	4	...	203
Knox.....	2370	2372	4742	1316	1197	2513	1831	1769	1432	6	3	2504
Lancaster.....	9811	9641	19,452	6120	6023	12,143	7228	7740	6742	22	22	12,099
Lincoln.....	1766	1650	3416	1324	1377	2701	938	1176	926	19	9	2873
Logan.....	200	208	408	137	161	298	209	203	174	5	1	328
Loup.....	247	203	450	173	173	383	239	241	202	...	4	379
Madison.....	2616	2541	5157	1956	1840	3796	2493	2649	2223	4	10	3782

TABLE NO. 10.—Continued.

Total Number of Children, Number Attending School, Number and Attendance of Children Between Eight and Fourteen Years, by Counties, for the Year Ending July 11, 1892.

COUNTY.	No. of Children between the ages of 5 and 21 years.			Whole No. of Children that Attended School during the year.			Average Attendance.	Total No. bet. 8 and 14 years inclusive.	Total No. at graded sch. bet. 8 & 14 yrs. inclus.	Enrollment as to age of Pupils.		
	Males.	Fem'l's.	Total.	Males.	Fem'l's.	Total.				Under 5 yrs.	Over 5 yrs.	Bet. 5 & 21.
McPherson.....	55	39	94	52	32	84	12	60	41	3	...	81
Merrick.....	1594	1506	3100	1304	1323	2627	1863	1407	1331	5	2	2620
Nance.....	1017	918	1935	785	784	1569	874	871	695	7	4	1558
Nemaha.....	2456	2387	4843	1922	1807	3729	2093	2311	1859	10	5	3714
Nuckolls.....	2000	1938	3938	1689	1708	3397	1998	1893	1852	9	6	3382
Otoe.....	3812	3646	7458	2648	2517	5165	2943	3515	2885	16	6	5143
Pawnee.....	1984	1851	3835	1675	1569	3244	2009	1788	1647	9	10	3225
Perkins.....	682	608	1290	591	555	1146	.....	679	637	3	1	1142
Phelps.....	1838	1638	3506	1300	1263	2563	1414	1749	1478	...	...	2563
Pierce.....	1116	1023	2139	923	802	1725	999	1146	958	3	1	1721
Platte.....	2890	2898	5888	1653	1563	3216	1758	2711	1991	9	5	3202
Polk.....	1916	1870	3786	1426	1400	2826	1197	1706	1557	8	10	2808
Red Willow.....	1463	1463	2926	1166	1293	2459	1719	1657	2517	2	...	2457
Richardson.....	3488	3321	6809	2691	2547	5238	3232	3150	2733	39	11	5188
Rock.....	517	462	979	429	327	756	567	550	510	1	...	755
Saline.....	3856	3517	7373	3026	2783	5809	3383	3704	3236	16	6	5787
Sarpy.....	1278	1200	2478	972	924	1896	1181	1295	1132	5	4	1887
Saunders.....	4178	3950	8128	3274	3039	6313	.....	3896	3578	20	1	6292
Scotts Bluff.....	246	207	453	203	197	400	302	233	176	3	1	396
Seward.....	3028	2798	5826	2205	2092	4297	2485	2869	2220	17	3	4277
Sheridan.....	1399	1292	2691	1092	1037	2129	1258	1502	1376	12	3	2114
Sherman.....	1245	1191	2436	952	870	1822	986	1153	981	11	3	1808

Sioux	320	285	605	254	241	495	272	342	300	3	2	490
Stanton	1017	921	1938	703	571	1274	817	716	646	3	1	1274
Thayer	2533	2387	4920	2000	1924	3924	2414	2020	1819	11	3	3411
Thomas	71	75	146	58	76	134	69	58	41	4	1	129
Thurston	259	260	519	180	240	420	206	367	264	...	...	420
Valley	1494	1328	2822	1182	1074	2256	1465	1435	1289	11	10	2235
Washington	2357	2278	4635	1751	1714	3465	2022	2120	1849	...	...	3465
Wayne	1283	1085	2368	1107	903	2010	701	1120	901	10	11	1989
Webster	2025	1937	3962	1631	1629	3260	...	1793	1654	15	4	3241
Wheeler	255	227	482	199	207	406	201	254	199	1	1	404
York	3197	3038	6235	2490	2264	4744	2759	2903	2620	22	7	4715

TABLE NO. 11.

Number of Districts, Number and Material of Houses and Value of Houses, Sites, Books, and Apparatus, by Counties for the Year Ending July 13, 1891.

COUNTY.	No. of Districts.	Number of School Houses and Material of Same.				Value of School Houses.	Value of School House Sites.	Value of Books and Apparatus.
		No. of Stone.	No. of Brick.	No. of frame.	No. of Sod.			
Total for State	6417	31	242	4932	184	85,314,477 09	\$1,336,061 25	\$309,069 38
Adams.....	100	5	79	111	1	110,400 00	27,760 00	3832 00
Antelope.....	113	1	111	111	1	49,174 23	1864 00	5707 85
Banner.....	36	.....	.....	11	14	5611 50	316 50	1592 80
Blaine.....	19	.....	.....	2	.....	2475 00	261 00	205 00
Boone.....	69	.....	2	62	.....	58,101 12	4571 00	2621 00
Box Butte.....	67	.....	1	5	5	12,904 25	1292 00	426 00
Brown.....	84	.....	2	30	13	29,500 00	3420 00	1846 00
Buffalo.....	117	1	6	112	.....	107,370 00	104,662 00	14,455 50
Burt.....	67	.....	4	64	.....	60,900 00	5825 00	4955 00
Butler.....	87	.....	2	88	.....	120,220 00	10,951 00	2301 45
Cass.....	98	2	13	.....	.....	114,021 65	10,982 00	5035 60
Cedar.....	66	.....	.....	70	.....	36,177 00	3952 00	2175 00
Chase.....	70	1	.....	17	.....	9831 00	806 00	669 05
Cherry.....	54	.....	.....	27	8	15,069 00	923 25	862 50
Cheyenne.....	77	3	.....	18	3	20,895 00	2198 00	2202 00
Clay.....	74	.....	1	82	.....	81,692 00	13,248 00	5668 85
Colfax.....	60	.....	.....	64	.....	39,489 95	4244 50	3667 45
Cuming.....	73	.....	3	66	1	47,838 32	6515 00	3818 15
Custer.....	239	.....	2	60	.....	49,069 50	4291 50	7835 48
Dakota.....	38	.....	4	31	.....	24,440 00	9330 00	3247 00
Dawes.....	103	.....	3	29	37	63,422 00	6284 00	811 00
Dawson.....	76	.....	4	60	.....	83,200 00	5250 00	2680 00

Deuel.....	53	.....	.....	21	.....	17,395 00	1655 00	2711 00
Dixon.....	71	.....	.....	71	.....	38,805 00	3557 50	3162 25
Dodge.....	80	.....	10	78	.....	135,090 38	17,442 00	6900 00
Douglas.....	59	.....	28	89	.....	682,455 00	531,695 00	27,478 75
Dundy.....	60	.....	1	31	.....	17,763 50	1626 00	845 87
Fillmore.....	98	.....	4	92	.....	82,130 00	10,206 00	4199 50
Franklin.....	66	.....	2	55	.....	40,089 00	3064 50	3066 60
Frontier.....	101	.....	4	36	.....	24,524 00	2168 50	2688 50
Furnas.....	98	.....	9	66	.....	57,118 47	5187 25	3972 80
Gage.....	153	3	.....	149	.....	163,715 11	55,482 50	7,593 60
Garfield.....	22	.....	.....	11	.....	3,645 00	233 00	350 50
Gosper.....	59	.....	.....	33	.....	21,141 78	1447 00	1692 01
Grant.....	5	.....	.....	1	.....	1375 00	75 00	290 61
Greeley.....	53	.....	1	50	.....	29,302 00	2269 50	4204 40
Hall.....	76	.....	6	75	.....	144,922 93	36,754 00	7869 00
Hamilton.....	97	.....	2	95	.....	67,550 00	4520 00	4376 00
Harlan.....	73	.....	3	68	.....	64,955 00	5188 00	4528 00
Hayes.....	63	.....	.....	10	.....	7590 00	638 00	1087 50
Hitchcock.....	76	.....	2	65	.....	27,660 00	1581 00	1597 00
Holt.....	231	.....	4	185	.....	80,164 00	7024 00	5366 00
Hooker.....	4	.....	.....	4	.....	1249 00	145 00	185 61
Howard.....	69	1	2	66	.....	43,460 00	3548 00	3509 50
Jefferson.....	93	.....	4	93	.....	78,455 00	8992 00	4068 00
Johnson.....	78	.....	3	72	.....	44,425 00	3410 00	2422 80
Kearney.....	68	.....	1	66	.....	44,316 38	4268 00	4708 05
Keith.....	43	.....	1	24	.....	15,092 00	982 10	2881 10
Keya Paha.....	79	.....	1	15	.....	5640 00	297 25	295 50
Kimball.....	17	.....	.....	11	.....	7630 00	750 00	907 00
Knox.....	86	.....	2	83	.....	27,945 00	2799 50	3601 50
Lancaster.....	131	.....	10	143	.....	322,694 11	195,329 00	11,393 00
Lincoln.....	93	.....	1	58	.....	29,509 34	1462 25	5643 42
Logan.....	20	.....	.....	3	.....	3340 00	295 00	1035 00
Loup.....	19	.....	.....	4	.....	3100 00	235 00	167 00
Madison.....	75	.....	7	75	.....	76,877 75	7572 00	3455 00
McPherson.....	8	.....	.....	.....	.....	212 74	.....	53 00
Merrick.....	56	.....	3	59	.....	55,540 00	7021 00	5063 00

TABLE NO. 11.—Continued.

Number of Districts, Number and Material of Houses and Value of Houses, Sites, Books, and Apparatus, by Counties for the Year Ending July 13, 1891.

COUNTY.	No. of dis- tricts.	Number of School Houses and Material of Same.				Value of School Houses.	Value of School House Sites.	Value of Books and Apparatus.
		No. of No. of No. of No. of						
		Stone.	Brick.	frame	Log.				Sod.
Nance...	49	...	...	...	49	\$ 28,466 00	2632 50	2866 54
Nemaha...	75	1	5	...	68	45,675 71	12,346 00	2828 50
Nuckolls...	83	2	3	...	75	367,890 00	7825 00	4549 70
Otoe...	100	1	12	...	93	139,635 50	28,156 00	5446 00
Pawnee...	74	3	1	...	70	60,287 00	6466 50	2871 90
Perkins...	74	1	1	...	21	15,584 00	1279 00	1571 00
Phelps...	70	...	4	...	60	59,070 00	5885 00	829 40
Pierce...	52	...	2	...	45	28,841 00	1490 00	2463 00
Platte...	75	...	5	...	71	58,335 00	8241 00	3007 00
Polk...	69	...	1	...	68	42,265 00	3982 00	3486 50
Red Willow...	78	...	2	...	34	37,364 00	8176 50	2602 25
Richardson...	105	1	8	...	98	109,562 00	7486 00	5200 00
Rock...	63	...	...	...	34	15,260 00	1175 00	2324 00
Saline...	116	...	8	...	112	131,606 55	11,224 00	8614 50
Sarpy...	40	1	3	...	33	44,075 00	6970 00	2390 00
Saunders...	109	...	4	...	109	98,540 00	9378 00	4146 95
Scott's Bluff...	23	2	1	...	2	3195 00	255 00	219 65
Seward...	92	...	2	...	90	59,700 00	1170 00	5005 00
Sheridan...	113	...	2	...	27	22,740 17	1727 00	1114 05
Sherman...	69	...	...	...	43	26,826 15	2422 25	3076 94
Sioux...	31	...	...	...	7	5423 00	572 00	331 50
Stanton...	44	...	1	...	44	25,762 00	2025 00	1917 00
Thayer...	95	1	2	...	92	70,143 00	6308 00	4517 50

Thomas.....	11	.....	.....	2	.....	6	1885 00	265 00	235 00
Thurston.....	6	.....	.....	7	.....	.....	6800 00	1615 00	405 00
Valley.....	59	.....	2	38	.....	19	27,985 00	4888 00	3243 00
Washington.....	53	.....	4	53	.....	.....	65,385 00	10,815 00	3831 00
Wayne.....	62	.....	.....	61	.....	.....	3258 00	6536 00	2683 50
Webster.....	70	3	.....	78	.....	.....	66,215 00	8277 00	4335 86
Wheeler.....	35	.....	.....	16	.....	7	4786 00	467 00	499 00
York.....	98	.....	3	97	.....	.....	83,220 00	10,372 00	4765 00

TABLE NO. 12.

Number of Districts, Number and Material of Houses and Value of Houses, Sites, Books, and Apparatus, by Counties for the Year Ending July 11, 1892.

COUNTY.	No. of Districts.	Number of School Houses and Material of Same.				Value of School Houses.	Value of School House Sites.	Value of Books and Apparatus.
		No. of Stone	No. of Brick	No. of Frame	No. of Sod.			
Total for State.....	6510	39	320	5159	528	\$6,090,961 97	\$1,534,077 04	\$493,587 72
Adams.....	80	.....	5	79	.....	144,639 00	15,217 00	5485 00
Antelope.....	114	.....	3	111	.....	34,994 00	6743 50	4325 00
Banner.....	39	.....	.....	11	15	5325 00	183 00	847 45
Blaine.....	20	.....	.....	2	12	3715 00	555 00	655 00
Boone.....	70	.....	2	66	.....	56,285 00	3375 00	3201 50
Box Butte.....	66	.....	1	7	28	7645 33	1580 00	771 67
Boyd.....	54	.....	.....	8	30	2210 00	492 00	2838 00
Brown.....	54	.....	2	27	12	21,540 00	3555 00	1954 00
Buffalo.....	117	1	6	128	8	124,990 00	106,068 00	12,450 50
Burt.....	68	.....	4	65	.....	59,990 00	7685 00	5691 45
Butler.....	90	.....	2	90	.....	87,309 07	11,838 50	4657 50
Cass.....	100	2	13	92	.....	117,605 00	8809 00	5344 50
Cedar.....	69	.....	1	74	.....	47,079 00	3873 00	5109 00
Chase.....	70	1	.....	15	39	9048 00	746 00	1161 70
Cherry.....	75	.....	.....	30	11	14,137 10	1214 50	2285 99
Cheyenne.....	83	3	.....	18	3	31,215 00	3266 00	2426 00
Clay.....	75	.....	1	85	.....	69,792 00	12,662 00	7851 47
Colfax.....	60	.....	.....	64	.....	38,214 95	3941 50	4930 75
Cuming.....	73	3	3	70	.....	51,783 00	6907 50	5503 00
Custer.....	247	.....	2	66	.....	61,392 25	5694 93	9176 68
Dakota.....	37	.....	3	34	.....	97,228 00	8810 00	4636 00
Dawes.....	103	.....	3	36	2	70,420 00	6552 00	2951 08

Dawson.....	73	4	81	5	\$77,216 00	\$6327 00	\$5608 00
Deuel.....	55	2	25	23	17,923 44	1213 05	1212 82
Dixon.....	73	11	72	.....	39,572 00	4417 00	3013 00
Dodge.....	80	11	84	.....	249,487 00	6796 00	6217 75
Douglas.....	59	55	131	.....	852,770 00	611,710 00	44,897 00
Dundy.....	63	1	31	9	17,422 00	2457 00	1716 82
Fillmore.....	93	4	93	.....	80,566 00	14,720 00	11,597 50
Franklin.....	67	2	61	3	39,945 50	2429 50	3916 67
Frontier.....	103	44	45	3	27,046 52	2546 50	3198 25
Furnas.....	98	4	70	20	70,100 00	5945 00	5592 00
Gage.....	153	3	149	.....	856,713 95	52,089 00	14,697 65
Garfield.....	22	.....	10	12	4835 00	442 00	515 00
Gasper.....	60	.....	34	22	21,270 00	1959 00	2457 50
Grant.....	5	.....	2	3	1675 00	70 00	300 00
Greeley.....	56	1	52	.....	27,010 00	2192 00	3629 00
Hall.....	76	6	78	3	80,272 00	156,973 00	4060 00
Hamilton.....	98	2	96	.....	66,025 00	6247 00	7266 13
Harlan.....	73	3	69	2	56,070 00	4354 00	5652 75
Hayes.....	61	1	8	50	9750 00	397 00	1230 08
Hitchcock.....	77	2	27	35	25,260 00	1551 00	1666 65
Holt.....	221	3	192	6	70,655 00	9725 00	8495 00
Hooker.....	5	.....	4	1	1375 00	130 00	210 00
Howard.....	69	1	67	.....	43,813 50	3797 50	4504 75
Jefferson.....	94	4	94	.....	76,605 00	7260 55	8651 75
Johnson.....	78	3	72	.....	31,070 00	2571 00	2962 58
Kearney.....	68	1	66	1	45,687 38	4414 00	5863 25
Keith.....	49	1	24	12	17,735 00	1663 00	2622 50
Keya Paha.....	72	3	10	29	6201 72	332 25	1512 00
Kimball.....	17	.....	11	30	9613 92	797 50	1971 06
Knox.....	93	4	79	6	49,545 00	4004 00	5330 00
Lancaster.....	131	10	141	2	332,639 64	197,488 33	13,094 35
Lincoln.....	98	1	61	37	29,808 60	1923 25	7326 64
Logan.....	18	.....	3	15	2580 00	410 00	1003 00
Loup.....	20	.....	6	.....	2605 00	270 00	475 50
Madison.....	76	7	75	13	82,079 00	7686 50	4365 46
McPherson.....	9	.....	.....	3	260 09	3 00	118 00

TABLE NO. 12—Continued.

Number of Districts, Number and Material of Houses and Value of Houses, Sites, Books, and Apparatus, by Counties for the Year Ending July 11, 1892.

COUNTY.	No. of districts.	Number of School Houses and Material of Same.				Value of School Houses.	Value of School House Sites.	Value of Books and Apparatus.
		No. of Stone	No. of Brick	No. of Frame	No. of Sod.	No. of Log.		
Merrick.....	56	.....	3	59	.....	.....	\$7390 00	\$5173 00
Nance.....	49	.....	.....	49	.....	.....	2535 00	3664 00
Nemaha.....	78	2	9	65	.....	1	5444 00	3051 81
Nuckolls.....	84	2	4	79	.....	.....	4486 00	6989 30
Otoe.....	101	1	12	97	.....	.....	27,007 88	9026 00
Pawnee.....	75	3	1	71	.....	.....	7032 00	3119 00
Perkins.....	75	1	.....	27	42	.....	2115 00	5052 03
Phelps.....	70	.....	2	64	4	.....	7115 00	3775 00
Pierce.....	58	.....	2	59	.....	.....	1522 00	3236 54
Platte.....	75	.....	5	72	.....	.....	2715 00	3100 25
Polk.....	70	.....	1	63	.....	.....	3732 00	3016 00
Red Willow.....	80	.....	2	34	32	.....	9290 00	2415 53
Richardson.....	105	1	8	97	.....	.....	11,246 00	9358 50
Rock.....	63	.....	.....	30	10	4	1041 00	2040 50
Saline.....	116	.....	7	114	.....	.....	12,069 00	13,171 94
Sarpy.....	40	1	3	33	.....	1	8050 00	3541 42
Saunders.....	109	.....	4	108	.....	.....	13,701 00	6059 00
Scott's Bluff.....	25	2	1	1	4	10	3400 00	367 09
Seward.....	93	.....	2	97	.....	.....	11,296 00	8794 00
Sheridan.....	114	.....	.....	.....	.....	.....	2042 22	3215 97
Sherman.....	70	.....	.....	49	18	.....	2474 00	3532 00
Sioux.....	28	.....	.....	9	14	.....	563 00	1246 59
Stanton.....	45	.....	1	44	.....	.....	3646 00	3117 48

Thayer	95	1	3	96	.....	75,694 11	7190 50	5861 50
Thomas.....	9	.....	.....	2	4	1975 00	240 08	805 37
Thurston.....	7	.....	.....	8	.....	4400 00	1325 00	619 00
Valley.....	59	.....	2	42	14	27,383 55	3536 00	3296 25
Washington.....	54	.....	4	52	.....	66,350 00	12,055 00	8736 00
Wayne.....	65	.....	.....	64	.....	39,662 00	6817 00	2976 58
Webster.....	79	2	3	78	.....	65,885 37	8352 75	4937 62
Wheeler.....	35	.....	.....	23	.....	5186 37	538 00	416 50
York.....	101	.....	3	97	.....	83,785 00	10,756 25	6112 50

TABLE NO. 13.

Number Graded and Private Schools, Comparative Length of Terms, Furniture and Apparatus, as Reported by County Superintendents, for the Year Ending July 13, 1891.

COUNTY.	No. Graded Schls.	No. Dists. Having 6 Months School or More.	No. Dists. Having 4 Mos. School but less than 6 Mos.	No. Dists. Having 3 Mos. Sch. but less than 4 Mos.	No. Dists. Having no School.	Av. No. Days School. in Each District.	Square Feet of Blackboard.	No. School Houses with no Blackbd.	No. of Houses with Patent Desks.	No. Houses Built this Year.	No. Having Some Apparatus.	No. Private Sch'ls.	No. Districts Owning Text Books.
Total for State.....	144	4583	860	735	280	130	4849	206	5022	276	4711	148	731
Adams.....	2	79	1	1	3	140	1	...	80	2	80	...	5
Antelope.....	2	69	15	24	3	133	...	...	113	2	113	...	...
Banner.....	...	12	6	15	4	82	...	9	14	5	28	...	1
Blaine.....	...	7	3	5	4	98	10	4	8	...	5	...	1
Boone.....	2	52	11	5	...	174	8	...	52	2	30	...	...
Box Butte.....	1	18	11	33	5	85	2	10	6	1	10	2	...
Brown.....	2	24	8	9	44	160	...	...	30	4	34	...	8
Buffalo.....	2	95	7	15	...	134	60	...	98	2	112	4	18
Burt.....	3	66	1	...	...	159	121	...	66	1	65	1	7
Butler.....	3	86	1	...	1	159	25	...	90	1	87	1	...
Cass.....	4	92	3	1	2	160	141	1	93	2	68	3	7
Cedar.....	1	42	11	12	1	69	...	...	60	9	45	1	...
Chase.....	1	20	10	17	7	70	...	28	37	1	16	...	...
Cherry.....	1	19	6	18	...	101	...	27	21	7	14	1	...
Cheyenne.....	1	30	14	28	5	96	17	3	15	5	22	1	10
Clay.....	5	74	...	...	...	159	12	...	79	...	70	4	30
Colfax.....	1	60	...	...	...	158	200	...	63	1	60	2	2
Cuming.....	2	62	6	...	4	140	35	2	64	8	68	5	4
Custer.....	1	116	39	59	25	97	45	...	70	10	114	1	...

Dakota	34	26	...	2	120	...	34	2	34	1	1
Dawes	15	10	...	39	16	97	18	6	25	16	3
Dawson	59	10	...	4	...	113	45	4	60	38	7
Deuel	24	7	...	17	...	113	24	...	21	2	1
Dixon	51	13	...	4	1	166	25	...	67	68	3
Dodge	79	...	...	1	...	144	30	...	79	5	7
Douglas	56	...	...	...	...	160	66	...	112	117	...
Dundy	27	11	...	15	7	114	55	3	26	20	12
Fillmore	91	...	...	1	1	160	...	...	92	4	...
Franklin	37	11	...	19	...	100	...	...	12	43	...
Frontier	45	31	...	16	5	112	31	...	90	40	...
Furnas	58	25	...	14	1	142	120	3	75	4	2
Gage	147	4	...	2	...	170	15	2	150	5	13
Gage	...	...	...	...	...	...	...	...	...	...	...
Garfield	3	2	...	14	2	101	30	...	11	...	...
Gosper	39	13	...	8	1	120	70	1	50	5	...
Grant	2	1	...	1	...	120	65	1	2	37	2
Greeley	45	6	...	2	...	130	...	...	52	1	4
Hall	70	3	...	3	...	120	9	...	70	2	3
Hamilton	96	96	...	2	...	170	100	...	90	2	30
Harlan	50	22	...	1	...	176	32	...	67	6	3
Hayes	26	14	...	16	7	100	5	12	25	3	2
Hitchcock	68	...	...	8	...	140	100	...	67	30	76
Holt	115	40	...	37	15	112	50	13	160	5	12
Hooker	4	...	...	1	...	147	4	...	3	2	...
Howard	63	4	...	2	...	168	56	...	69	2	5
Jefferson	91	1	...	...	...	157	143	...	95	2	22
Johnson	70	6	...	2	...	181	30	...	70	4	10
Kearney	62	3	...	2	...	165	108	...	68	3	4
Keith	20	4	...	5	5	112	36	...	38	2	5
Keya Paha	19	14	...	24	19	100	2	30	10	3	1
Kimball	12	5	...	...	...	148	10	...	5	...	...
Knox	40	30	...	15	1	140	20	3	80	1	...
Lancaster	127	3	...	1	...	162	255	...	125	8	20
Lincoln	59	12	...	11	...	173	49	3	83	15	10
Logan	10	3	...	6	2	100	40	...	13	12	...
Loup	6	7	...	5	1	98	29	3	5	...	...

TABLE NO. 13—Continued.

Number Graded and Private Schools, Comparative Length of Terms, Furniture and Apparatus, as Reported by County Superintendents, for the Year Ending July 13, 1891.

COUNTY.	No. Graded Schls.	No. Dists. Having 6 Months School or More.	No. Dists. Having 4 Mos. School but less than 6 Mos.	No. Dists. Having 3 Mos. Schl. but Less than 4 Mos.	No. Dists. Having no School	Av. No. Days School in Each District.	Square Feet of Blackboard.	No. School Houses with no Black'd.	No. of Houses with Patent Desks.	No. Houses Built this Year.	No. Having Some Apparatus.	No. Private Sch'ls.	No. Districts Owning Text Books.
Madison.....	2	60	8	7	3	143	63	3	70	4	75	6	.....
McPherson.....	2	2	.....	3	3	96	20	3	1	1	58	.....	21
Merrick.....	2	53	3	.....	.....	169	45	1	61	.....	44	1	3
Nance.....	2	41	7	1	.....	166	113	.....	48	1	70	4	1
Nemaha.....	1	65	7	.....	.....	170	.....	.....	65	1	78	.....	21
Nuckolls.....	2	75	1	3	2	152	87	.....	82	2	70	.....	.....
Otoe.....	2	98	1	1	1	170	90	.....	100	4	90	7	.....
Pawnee.....	2	71	2	.....	.....	150	108	.....	70	1	66	3	8
Perkins.....	.....	31	13	11	10	101	377	3	45	2	28	.....	2
Phelps.....	1	49	18	3	.....	161	55	.....	64	6	36	.....	.....
Pierce.....	1	38	6	5	3	171	60	.....	42	4	47	3	6
Platte.....	1	72	2	1	1	160	21	.....	75	1	85	8	3
Polk.....	2	64	1	2	2	143	153	.....	69	2	69	1	6
Red Willow.....	3	29	12	32	3	86	16	.....	41	4	34	.....	70
Richardson.....	4	100	4	1	1	145	135	.....	90	2	89	.....	8
Rock.....	.....	12	13	28	10	92	.....	4	34	8	43	.....	14
Saline.....	6	109	5	2	.....	171	84	.....	108	6	124	7	8
Sarpy.....	1	38	1	.....	.....	179	178	.....	96	2	36	.....	6
Saunders.....	3	106	9	1	2	155	117	.....	108	1	92	5	.....
Scott's Bluff.....	.....	5	.....	8	2	77	22	3	.....	1	4	.....	.....

Seward.....	3	90	92	.....	32	20	.....	40	.....	89	3	92	8	67
Sheridan.....	1	34	17	.....	7	2	112	36	10	30	10	28	.....	.....
Sherman.....	1	48	12	.....	15	6	75	4	.....	.....	3	49	.....	.....
Sioux.....	1	9	.....	.....	.....	4	132	24	7	11	2	4	.....	2
Stanton.....	1	31	6	.....	.....	3	159	8	.....	43	6	40	2	7
Thayer.....	1	81	8	.....	2	1	107	51	.....	94	4	94	4	36
Thomas.....	5	4	.....	.....	3	3	146	5	4	5	1	4	.....	2
Thurston.....	.....	6	.....	.....	.....	.....	200	200	.....	6	1	5	.....	.....
Valley.....	2	42	12	.....	3	1	130	24	.....	50	5	58	.....	58
Washington.....	2	52	.....	.....	1	1	165	287	.....	56	4	53	4	4
Wayne.....	1	52	6	.....	2	2	158	.....	.....	60	2	62	.....	6
Webster.....	2	69	10	.....	.....	.....	140	11	.....	81	2	53	1	11
Wheeler.....	.....	6	4	.....	17	5	81	18	3	17	2	10	.....	.....
York.....	2	98	1	.....	.....	.....	152	69	.....	99	2	96	4	.....

TABLE NO. 14.

Number Graded and Private Schools, Comparative Length of Terms, Furniture and Apparatus, as Reported by
County Superintendents, for the Year Ending July 11, 1892.

COUNTY.	No. of Graded Schools.															
	No. of Dist's hav'g Six Months' Sch'l or More.	No. of Dist's hav'g Four Months' Sch'l or More, but less than Six.	No. of Dist's hav'g Three Months' School, but less than Four.	No. of Districts that had no School.	Average No. of Days' Sch'l in all Districts.	Av. Surface of Blackboard to each School in Square Feet.	No. of School Houses with no Blackboard.	No. of School Houses well Furnished with Patent Desks.	No. of School Houses Built within the Year.	No. of School Houses hav'g some Apparatus, as Globes, Maps.	No. of Private Schools.	No. of Districts Own-ing Text Books.	Av. No. Mills Levied During Year for All Purposes.			
Total for the state.....	316 4731	660	745	286	135	61	165	5161	205	5216	182	4698	.....	13	16	21
Adams.....	4 79	1	10	.....	166	.....	.....	82	3	80	.....	68	.....	13	16	21
Antelope.....	4 59	45	10	.....	144	.....	.....	109	.....	108	.....	100	.....	16	21	21
Banner.....	.....	6	11	5	84	3	9	15	1	27	.....	1	.....	13	16	21
Blaine.....	.....	3	9	4	93	17	4	10	1	9	.....	10	.....	13	16	21
Boone.....	4 60	4	5	1	135	.....	.....	60	2	53	.....	.....	.....	14	14	14
Box Butte.....	2 23	10	29	4	99	6	10	35	3	56	.....	18	.....	18	18	18
Boyd.....	2 7	2	36	7	69	18	2	13	40	45	1	44	.....	23	23	23
Brown.....	3 27	7	8	12	148	8	14	38	3	26	1	30	.....	20	20	20
Buffalo.....	6 99	10	8	.....	149	68	.....	124	2	120	4	93	.....	19	19	19
Burt.....	5 64	4	.....	.....	160	.....	.....	68	1	65	1	31	.....	12	12	12
Butler.....	9 86	1	.....	.....	132	50	.....	92	3	90	2	76	.....	14	14	14
Cass.....	7 95	2	.....	.....	157	38	1	93	2	68	3	47	.....	10	10	10
Cedar.....	3 52	7	9	.....	169	.....	3	62	2	50	1	69	.....	14	14	14
Chase.....	.....	10	17	14	106	.....	8	30	2	18	.....	45	.....	19	19	19
Cherry.....	1 24	14	17	20	158	36	.....	70	1	40	.....	45	.....	18	18	18
Cheyenne.....	1 30	14	31	8	110	18	3	20	4	35	.....	50	.....	18	18	18

Clay	7	72	3	164	154	75	2	75	4	75	14
Colfax	4	60	6	160	55	60	2	46	1	40	11
Cuming	4	65	32	172	30	73	2	70	5	61	14
Custer	1	112	4	110	45	75	4	120	...	200	19
Dakota	5	32	19	139	...	34	2	37	...	75	8
Dawes	3	33	9	114	20	25	2	90	3	...	18
Dawson	3	54	10	150	103	...	4	68	...	46	21
Deuel	1	33	10	111	4	20	5	25	...	48	16
Dixon	3	56	11	163	25	68	2	72	2	70	14
Dodge	5	80	...	150	50	80	3	80	8	70	16
Douglas	7	57	1	165	60	55	3	120	24	59	10
Dundy	2	19	12	114	55	26	...	32	1	31	18
Fillmore	9	90	1	154	...	93	3	82	1	93	14
Franklin	3	47	11	164	77	51	...	52	1	50	17
Frontier	3	52	32	117	30	90	9	55	...	50	20
Furnas	5	64	21	148	60	80	4	70	1	51	19
Gage	6	148	5	155	171	153	5	153	3	120	15
Garfield	1	12	5	90	12	10	...	10	...	18	16
Gosper	1	36	13	115	46	50	3	40	...	40	17
Grant	...	4	1	127	80	3	1	2	...	5	11
Greeley	2	42	8	159	20	54	1	54	...	50	16
Hall	4	60	10	133	...	65	2	76	...	60	16
Hamilton	5	95	...	170	95	96	1	98	4	80	16
Harlan	3	53	10	161	54	73	2	63	2	52	16
Hayes	2	16	14	76	36	51	5	30	...	70	16
Hitchcock	2	33	17	94	80	48	3	69	...	...	17
Holt	5	111	30	119	50	150	5	125	...	221	18
Hooker	...	4	...	25	119	...	...	...	...	...	14
Howard	5	62	4	180	40	3	2	2	...	5	15
Jefferson	5	90	4	144	45	60	...	59	3	62	15
Johnson	6	77	1	153	145	94	2	93	4	92	14
Kearney	3	60	6	137	25	74	1	76	4	49	...
Keith	1	29	4	173	45	67	1	63	...	63	18
Kewa Paha	...	6	5	112	27	37	...	36	...	...	18
Kimball	...	13	16	101	23	25	5	60	2	56	21
Knox	3	68	5	157	50	11	...	17	...	15	16
	...	...	14	38	45	75	2	80	1	68	...

TABLE NO. 14.—Continued.

Number Graded and Private Schools, Comparative Length of Terms, Furniture and Apparatus, as Reported by County Superintendents, for the Year Ending July 11, 1892.

COUNTY.	No. of Graded Schools.	No. of Dist's hav'g Six Months Sch'l or More.	No. of Dist's hav'g Four Months Sch'l or More, but less than Six.	No. of Dist's hav'g Three Months Sch'l, but less than Four.	No. of Districts that had no School.	Average No. of Days' Sch'l in all Districts.	Av. Surface of Black-board to each School in Square Feet.	No. of School Houses with no Blackboard.	No. of School Houses well furnished with Patent Desks.	No. of School Houses Built within the Year.	No. of School Houses hav'g some Apparatus, as Globes, Maps.	No. of Private Schools.	No. of Districts Own-ing Text Books.	Av. No. Mills Levied During Year for All Purposes.
Lancaster	13	128	3	3	...	161	270	...	128	2	131	25	95	13
Lincoln	2	65	10	13	9	175	49	3	87	4	81	1	76	20
Logan	1	10	4	4	...	110	4	...	12	...	18	...	10	20
Loup	1	8	2	7	3	98	33	3	6	...	...	...	17	19
Madison	6	65	6	3	1	165	36	...	55	2	45	5	45	13
McPherson	...	2	...	3	4	65	20	1	1	1	3	...	3	19
Merrick	5	53	...	3	...	159	54	...	6	...	58	1	56	15
Nance	2	40	8	1	...	135	90	...	49	...	59	4	46	17
Nemaha	5	70	5	1	2	158	81	...	59	3	59	1	43	11
Nuckolls	4	78	1	4	1	150	87	...	82	3	78	1	55	14
Otoe	9	99	2	...	...	169	90	...	107	3	108	10	50	8
Pawnee	4	72	...	1	1	153	108	...	72	6	68	1	54	11
Perkins	3	34	12	15	14	120	...	...	55	6	43	...	29	16
Phelps	3	52	15	3	...	137	35	...	66	2	56	...	68	18
Pierce	3	50	2	2	4	167	70	...	45	3	50	...	44	15
Platte	5	74	1	...	...	151	126	2	70	...	52	6	44	12
Polk	2	67	...	1	2	183	152	...	70	...	70	1	60	16

Red Willow	3	37	8	26	6	105	65	2	60	3	40	...	65	19
Richardson	8	100	4	1	132	40	1	1	100	5	96	1	75	12
Rock	2	15	11	25	12	98	45	16	48	3	48	...	37	19
Saline	7	113	3	...	...	151	86	...	110	2	124	7	100	16
Sarpy	4	38	2	...	...	154	172	1	36	1	36	1	37	7
Saunders	11	109	...	...	...	175	...	...	95	1	...	...	...	14
Scott's Bluff	1	5	6	13	1	86	25	2	4	1	12	...	9	18
Seward	5	89	2	2	...	156	45	...	93	4	90	6	90	11
Sheridan	3	23	17	62	12	87	18	7	33	5	48	...	97	20
Sherman	2	48	12	8	2	115	36	...	61	5	60	...	60	18
Sioux	1	14	1	9	4	76	...	4	17	2	9	1	15	18
Stanton	2	36	8	1	...	122	60	...	44	5	45	2	44	12
Thayer	7	84	9	2	...	145	52	...	99	6	95	6	95	15
Thomas	...	5	...	2	2	95	5	1	5	...	5	...	4	19
Thurston	1	6	...	1	...	140	60	...	8	1	8	...	6	14
Valley	3	47	7	4	1	167	73	...	50	2	46	...	50	19
Washington	5	54	...	...	...	160	287	...	54	1	53	4	52	14
Wayne	2	50	12	1	...	150	...	...	63	2	60	3	20	14
Webster	5	69	6	4	...	140	108	...	81	...	64	1	69	14
Wheeler	...	6	9	15	5	77	36	...	8	...	15	...	4	12
York	6	98	...	1	2	162	70	...	97	2	95	5	76	14

TABLE NO. 15.

County Superintendents—Statistics Concerning Work of, for Year Ending July, 13, 1891.

COUNTY.	COUNTY SUPERINTENDENT.						No. of Teachers' Meetings.	No. of Teachers' Addresses.	No. of Educational No. of Visits.	Total Compensation for the Yr.	No. of Days Employed.	Compensation Per Day.	No. of Trees Planted on Arbor Day.
	Name.	P. O. Address.	No. of Days Employed.	Compensation Per Day.	Total Compensation for the Yr.	No. of Visits.							
Totals for State			8		\$77,868 40	8414	283	454	967	17,043			
Adams	Frank M. Betteys.	Hastings.	All	.....	1300 00	50	.....	4	.....	.....	.....	.....	.....
Antelope	W. H. Block.	Neligh	All	.....	800 00	100	.....	2	.....	.....	.....	.....	.....
Banner	Clara Luft.	Harrisburg	180	3 50	630 00	44	2	2	3	10	.....	.....	.....
Blaine	T. C. Beck	Purdum	63	3 50	220 50	11	.....	1	.....	.....	.....	.....	.....
Boone	C. E. Spear	Albion	All	.....	800 00	60	4	6	35	500	.....	.....	.....
Box Butte	John Leith	Gregg	120	4 50	540 00	100	2	3	.....	.....	.....	.....	.....
Brown	J. M. Miller	Ainsworth	200	3 50	700 00	136	2	12	28	103	.....	.....	.....
Buffalo	F. P. McDonald	Kearney	All	.....	1500 00	188	3	1	52	1525	.....	.....	.....
Burt	E. B. Atkinson	Tekamah	All	.....	1000 00	100	2	1	10	100	.....	.....	.....
Butler	L. E. Cooley	David City	All	.....	1200 00	127	5	5	.....	.....	.....	.....	.....
Cass	G. W. Noble	Weeping Water	All	.....	1200 00	134	3	3	20	1201	.....	.....	.....
Cedar	T. Cecil Grimes	Hartington	All	.....	1000 00	100	4	12	10	.....	.....	.....	.....
Chase	Lucindy Falor	Imperial	175	3 50	612 50	.....	1	7	.....	.....	.....	.....	.....
Cherry	L. C. Sparks	Valentine	All	.....	700 00	70	1	.....	.....	.....	.....	.....	.....
Cheyenne	Mattie McGee	Sidney	251	3 75	941 25	68	3	4	2	.....	.....	.....	.....
Clay	J. N. Hursh	Clay Center	All	.....	1200 00	146	4	4	40	550	.....	.....	.....
Colfax	L. C. Spangler	Schuyler	All	.....	1000 00	134	4	16	6	160	.....	.....	.....
Cumming	D. C. Emley	West Point	All	.....	1000 00	112	3	4	.....	.....	.....	.....	.....
Custer	W. N. Hendrickson	Broken Bow	All	.....	1600 00	140	35	18	.....	.....	.....	.....	.....

Dakota.	Lawrence Erlach.	Dakota City.	171	4 00	684 00	71	2	9	20	1054
Dawes.	L. B. Fenner.	Chadron.	All		1000 00	71	2	1	6	400
Dawson.	W. A. Stewart.	Lexington.	All		1100 00	82	3	2	3	
Deuel.	Rosa Dodds.	Big Springs.	246	4 00	984 00	96	3	4	4	125
Dixon.	Mary Schroer.	Ponca.	All		800 00	95	3	10	10	
Dodge.	D. V. Stephens.	Fremont.	All		1200 00	100	2	35	30	250
Douglas.	A. Mathews.	Omaha.	All		1700 00	98	2	3	30	1560
Dundy.	Wm. G. Price.	Max.	194	3 60	698 40	41	1	4		
Fillmore.	J. J. Burke.	Geneva.	All		1200 00		3	7		
Franklin.	Mary S. de Clercq.	Moline.	All		500 00					
Frontier.	Geo. D. Chadderdon.	Stockville.	All		700 00	110	2	4	3	10
Furnas.	N. Fodrea.	Beaver City.	All		900 00	152	2	3	1	
Gage.	Maria P. Upson.	Beatrice.	All		1200 00	122		6	25	328
Gardfield.	A. Phillips.	Erina.	26	3 50	91 00	1	1			
Gasper.	Jno. W. Thomas.	Elwood.	180	3 50	630 00	80	1	5	3	
Grant.	R. Lee Hamon.	Hyannis.	20	3 50	70 00	5				
Greeley.	W. E. Rowe.	Greeley Center.	186	3 50	651 00	70	2	3		
Hall.	E. E. Thompson.	Grand Island.	All		1400 00	200	4	5	30	500
Hamilton.	M. F. Stanley.	Aurora.	All		1200 00	97	3	8	15	
Harlan.	H. F. Goodban.	Alma.	All		800 00	148	4	4	1	15
Hayes.	Oscar C. Gruver.	Hayes Center.	167	3 50	584 50	57	1	3		
Hitchcock.	Julia Carmody.	Trenton.	All		850 00	30	1	2		
Holt.	H. W. Dudley.	O'Neill.	All		2400 00	180	2	8	19	220
Hooker.	W. H. Hoskins.	Mullen.	8	3 50	28 00	2				
Howard.	B. D. Hayward.	St. Paul.	All		1000 00	100	2	3	53	1000
Jefferson.	Ed. B. Cowles.	Fairbury.	All		1200 00	182		8	5	350
Johnson.	J. L. McBrien.	Tecumseh.	All		1000 00	140		20	50	1000
Kearney.	J. H. Sears.	Minden.	All		800 00	100	2	5		
Keith.	G. F. Copper.	Ogallala.	188	4 00	752 00	25	3	2	1	
Keya Paha.	Geo. W. Condon.	Springview.	175	3 50	612 50	75	2	10	100	
Kimball.	Eva T. Braden.	Dix.	121	3 50	423 50	40	1	4	1	1
Knox.	W. M. McClintock.	Niobrara.	All		800 00	115	7	4	25	750
Lancaster.	F. D. McClusky.	Lincoln.	All		1800 00	225	29	8		
Lincoln.	Mary E. Hosford.	North Platte.	All		1200 00	92	2	6		
Logan.	Alice D. Stubbs.	Gandy.	60	3 50	210 00	13	2		3	
Loup.	Anna M. Rains.	Almeria.	48	3 50	168 00	19	2	1		

TABLE NO. 15.—Continued.

County Superintendents—Statistics Concerning Work of, for Year Ending July, 13, 1891.

COUNTY.	COUNTY SUPERINTENDENT.					No. of Educational Addresses.	No. of Teachers' Meetings.	No. of Trees Planted on Arbor Day.
	Name.	P. O. Address.	No. of Days Employed.	Compensation Per Day.	Total Compensation for the Year.	No. of Visits.		
Madison	L. B. Bohannon.	Madison	All	...	1000 00	85	4	...
McPherson	L. E. Dolph.	McPherson	21	3 00	63 00	5	5	...
Merrick	Geo. W. Ayres	Central City	All	...	800 00	112	1	...
Nance	John T. Bruns	Fullerton	272	3 50	932 00	81	3	...
Nemaha	C. J. Pierson	Auburn	All	...	1000 00	80	10	...
Nuckolls	J. R. French	Nelson	All	...	1200 00	100	3	...
Otoe	W. M. Clary	Nebraska City	All	...	1500 00	178	8	...
Pawnee	F. A. Barton	Pawnee City	All	...	1000 00	164	1	...
Perkins	Emma E. Rollins	Grant	214	3 50	749 00	54	20	...
Phelps	Mina Hopwood	Holdrege	All	...	800 00	79	2	...
Pierce	Chas. Gates	Pierce	240	3 50	840 00	130	4	...
Platte	L. J. Cramer	Columbus	All	...	1200 00	130	8	...
Polk	J. O. Detweiler	Oscola	All	...	1000 00	104	2	...
Red Willow	Eliza G. Nettleton	McCook	All	...	800 00	75	4	...
Richardson	C. C. Pool	Salem	All	...	1200 00	91	4	...
Rock	Will H. Rugg	Bassett	200	3 50	700 00	128	6	...
Saline	W. C. Farrand	Wilber	All	...	1200 00	173	8	...
Sarpy	W. J. Newman	Papillion	All	...	700 00	72	5	...
Saunders	R. H. Watson	Wahoo	All	...	1200 00	170	9	...
Scotts Bluffs	Frances B. Davis	Gering	97	3 50	339 50	18	1	...
							4	...
							3	...

Seward	M. Meehan	Seward	All	1200 00	170	4	6	67	.....
Sheridan	J. M. Linn	Rushville	All	900 00	19	10	9	25	400
Sherman	Lovina E. Wolworth	Loup City	All	700 60	60	2	.....	.....	.....
Sioux	A. Southworth	Harrison	90	315 00	24	2	1	6	65
Stanton	C. S. Coney	Stanton	233	815 50	110	3	12	8	700
Thayer	D. T. Scoville	Hebron	All	1140 00	109	3	6	.....	.....
Thomas	Mrs. G. M. Harper	Thedford	42	157 50	11	2	.....	3	28
Thurston	C. E. Hadley	Pender	72	306 00	10	.....	.....	.....	.....
Valley	S. A. Parks	Ord	All	800 00	100	.....	.....	30	.....
Washington	J. W. Henderson	Blair	All	1000 00	147	2	4	25	1000
Wayne	J. J. Gildersleeve	Wayne	All	500 00	.....	4	10	.....	.....
Webster	D. M. Hunter	Red Cloud	All	1000 00	116	2	4	20	214
Wheeler	C. C. Parsons	Bartlett	85	297 50	35	2	.....	.....	.....
York	E. S. Franklin	York	All	1200 00	120	4	7	30	1211

TABLE NO. 16.

County Superintendent—Statistics Concerning Work of, for Year Ending July 11, 1892.

COUNTY.	COUNTY SUPERINTENDENT.					ARBOR DAY.			
	Name.	P. O. Address.	No. of Days Employed.	Compensation Per Day.	Total Compensation for the Yr.	No. of Visits.	No. of Educational Addresses.	No. of Teachers' Meetings.	No. of Trees Planted on Arbor Day.
Totals for State			All	\$	\$77,569 75	6467	265	443	827
Adams	F. M. Betteys	Hastings	All	.....	1500 00	51	.....	4	18,571
Antelope	Mrs. G. C. Palmer	Neligh	All	.....	800 00	60	2	2	.....
Banner	Ella L. Freeman	Harrisburg	61	3 50	213 50	14	2	2	.....
Blaine	T. C. Beck	Purdum	61	3 50	213 50	15	.....	2	.....
Boone	C. E. Spear	Albion	All	.....	800 00	63	2	3	.....
Box Butte	H. F. Fillmore	Hemingford	81	4 50	364 50	60	1	4	12
Brown	Emma A. Warner	Butte	243	4 00	972 00	14	2	1	.....
Buffalo	N. F. Smith	Ainsworth	228	3 50	798 00	62	3	5	.....
Burt	N. P. McDonald	Kearney	All	.....	1500 00	136	3	3	.....
Butler	E. A. Sears	Decatur	All	.....	1000 00	59	1	.....	.....
Cass	C. I. J. Barker	David City	All	.....	1200 00	125	6	9	901
Cedar	G. W. Noble	Plattsmouth	All	.....	1200 00	111	2	6	766
Chase	T. C. Grimes	Hartington	All	.....	1000 00	150	4	6	.....
Cherry	David Ogilvie	Imperial	163	3 75	611 25	72	1	3	.....
Cheyenne	C. W. King	Valentine	205	3 50	717 50	35	5	.....	.....
Clay	Mattie McGee	Sidney	287	3 50	1004 50	75	1	4	2
Colfax	N. M. Graham	Clay Center	All	.....	1200 00	117	2	4	.....
Cuming	W. T. Howard	Schuyler	All	.....	1000 00	68	2	9	210
Custer	William Collins	West Point	All	.....	1000 00	80	5	4	.....
	H. H. Hiatt	Broken Bow	All	.....	1600 00	148	3	7	.....

Dakota	W. T. Bartlett	Dakota City	130	4	15	539 50	80	3	7	7	50
Dawes	Cordelia L. Maika	Chadron	All	.....	.....	1000 00	25	1	3	3	40
Dawson	Kate Bonar	Lexington	All	.....	.....	1100 00	25	3	4	20	80
Deuel	Mrs. S. C. German	Chapell	All	.....	.....	800 00	106	1	40	.....	.....
Dixon	Mary Schroer	Ponca	All	.....	.....	800 00	100	2	8	.....	.....
Dodge	D. V. Stephens	Fremon't	All	.....	.....	1200 00	72	4	.....	.....	.....
Douglas	Geo. W. Hill	Omaha	All	.....	.....	1700 00	40	2	6	.....	.....
Dundy	Wm. G. Price	Max	191	3	50	668 50	40	2	3	.....	.....
Fillmore	J. J. Burke	Geneva	All	.....	.....	1200 00	84	2	3	.....	.....
Franklin	T. A. Hamilton	Bloomington	All	.....	.....	600 00	43	2	10	.....	.....
Frontier	N. H. Jones	Stockville	All	.....	.....	700 00	63	2	4	10	10
Furnas	L. C. Hanning	Arapahoe	All	.....	.....	900 00	105	3	2	5	100
Gage	A. A. Reed	Beatrice	All	.....	.....	1500 00	131	10	35	.....	.....
Garfield	Andrew Phillips	Erina	50	3	50	175 00	40	1	.....	.....	.....
Gosper	S. B. Yeoman	Elwood	138	3	50	483 00	30	3	.....	.....	.....
Grant	R. L. Hamon	Hyannis	30	3	50	105 00	9	8	.....	.....	.....
Greeley	B. P. Crumican	Greeley Center	210	4	00	840 00	7	2	4	5	100
Hall	E. E. Thompson	Grand Island	All	.....	.....	1200 00	120	2	4	70	5000
Hamilton	M. F. Stanley	Aurora	All	.....	.....	1200 00	94	3	5	30	.....
Harlan	J. T. Lamson	Alma	All	.....	.....	800 00	75	4	2	5	.....
Hayes	H. C. Pennell	Hayes Center	163	3	50	570 50	70	1	5	.....	.....
Hitchcock	Julia Carnody	Trenton	All	.....	.....	800 00	225	3	11	3	575
Holt	H. W. Dudley	O'Neill	All	.....	.....	1800 00	150	2	8	40	1000
Hooker	William H. Hoskins	Mullen	20	3	50	70 00	2	.....	.....	.....	.....
Howard	J. T. Parker	St. Paul	All	.....	.....	1000 00	107	4	9	12	500
Jefferson	C. R. Atkinson	Fairbury	All	.....	.....	1200 00	160	8	8	25	640
Johnson	J. L. McBrien	Tecumseh	All	.....	.....	1000 00	156	20	16	70	1200
Kearney	J. S. Canaday	Minden	All	.....	.....	800 00	68	2	5	.....	.....
Keith	Laura Record	Ogallala	201	4	00	804 00	34	3	1	2	200
Keya Paha	Geo. W. Condon	Springview	172	3	50	602 00	75	2	6	20	300
Kimball	Eva T. Braden	Kimball	122	4	00	488 00	28	8	3	1	1000
Knox	W. M. McClintock	Niobrara	All	.....	.....	800 00	85	3	2	35	.....
Lancaster	J. S. Baer	Lincoln	All	.....	.....	1800 00	85	6	6	.....	.....
Lincoln	Mary E. Hosford	North Platte	All	.....	.....	1200 00	93	2	5	.....	.....
Logan	Laura Peterson	Gandy	72	3	50	252 00	14	2	.....	.....	.....
Loup	Anna M. Rains	Almeria	45	3	50	157 50	15	1	.....	.....	.....

TABLE NO. 16.—Continued.

County Superintendent—Statistics Concerning Work of, for Year Ending July 11, 1892.

COUNTY.	COUNTY SUPERINTENDENT.						No. of Educational Addresses.	No. of Teachers' Meetings.	No. of Trees Planted on Arbor Day.	No. of Trees Planted on Arbor Day.
	Name.	P. O. Address.	No. of Days Employed.	Compensation Per Day.	Total Compensation for the Yr.	No. of Visits.				
Madison	R. G. Mossman	Madison	All	\$ 3 30	1200 00	20	4	6	5	...
McPherson	L. E. Dolph	McPherson	15	3 30	49 50	5	...	...	...	...
Merrick	Geo. W. Ayers	Central City	All	...	800 00	112	...	4	14	...
Nance	W. A. T. Campbell	Fullerton	257	3 50	899 50	85	2	6	12	100
Nemaha	Wm. M. Crichton	Auburn	All	...	1000 00	69	3	16	...	...
Nuckolls	V. A. Thomas	Nelson	All	...	1200 00	57	1	...	...	...
Otoe	W. M. Clary	Nebraska City	All	...	1500 00	110	10	7	25	500
Pawnee	F. A. Barton	Pawnee	All	...	1000 00	162	5	3	...	...
Perkins	Jennie Carothers	Grant	120	3 50	430 00	26	2	4	6	300
Phelps	W. A. Garrett	Holdrege	All	...	800 00	90	...	4	...	...
Pierce	Hason Turner	Pierce	All	...	800 00	90	2	3	30	450
Platte	M. M. Rothleitner	Columbus	All	...	1200 00	54	2	2	53	700
Polk	W. F. Kepner	Oscola	All	...	1000 00	32	2	7	...	...
Red Willow	J. H. Bayston	Indianola	All	...	800 00	40	4	4	50	200
Richardson	C. C. Pool	Salem	All	...	1200 00	87	3	4	...	...
Rock	J. A. Nugent	Bassett	All	...	500 00	...	3	...	...	...
Saline	W. C. Farrand	Wilber	All	...	1200 00	185	7	4	...	...
Sarpy	M. E. Stornier	Papillion	All	...	700 00	34	1	5	29	200
Saunders	R. H. Watson	Wahoo	All	...	1200 00	160	4	4	...	...
Scott's Bluff	Aggie Moomaw	Gering	68	3 50	238 00	17	1	4	1	6
Seward	U. O. Anderson	Seward	All	...	1200 00	100	4	4	10	100

Sheridan	H. J. Stanchfield	Rushville	All	.....	900 00	16	4	6	21	.....
Sherman	Lovina E. Walworth	Loup City	All	.....	700 00	85	2	.....	.....	.....
Sioux	A. Southworth	Harrison	83	3 50	290 50	38	3	1	7	25
Stanton	Chas. S. Coney	Stanton	220	3 50	770 00	90	9	6	20	200
Thayer	D. T. Scoville	Hebron	All	.....	1200 00	73	4	7	.....	.....
Thomas	Ellen R. Scott	Theford	40	3 75	150 00	2	.....	.....	1	.....
Thurston	C. E. Hadley	Pender	60	4 25	255 00	14	3	1	.....	.....
Valley	J. H. Jennings	Ord	All	.....	800 00	18	2	9	.....	.....
Washington	J. W. Henderson	Blair	All	.....	1000 00	150	2	5	30	1200
Wayne	Charlotte M. White	Wayne	All	.....	550 00	58	5	10	50	500
Webster	D. M. Hunter	Red Cloud	All	.....	1000 00	102	3	4	27	642
Wheeler	W. B. Lynds	Bartlett	86	3 50	297 50	48	2	.....	2	120
York	E. S. Franklin	York	All	.....	1200 00	105	3	6	5	644

TABLE NO. 17.
County Institutes—Statistics for the Year 1891.

COUNTY.	PLACE OF HOLDING INSTITUTE.	No. of Instructors.	Length of Term in Weeks.	No. Enrolled.	No. Actual Teachers Enrolled.	No. of Subjects Taught.	Amount Received from Appropriation of County Board.	Total Cost of Institute.	Average Pay per Week of Instructors.	No. of Lectures & Addresses Given Before Institute.
Totals for State		7653	6052				\$4,098 14	\$17,624 26	\$	214
Adams	Hastings	135	2	107	18		75 00	240 00	33 33	2
Antelope	Neligh	119	2	83	7		40 00	212 50	43 75	2
Banner	Harrisburg	31	1	21	8		30 00	65 00	31 00	2
Blaine	Brewster	12	2	17	14		25 00	45 00	20 50	4
Boone	Albion	95	2	80	10		25 00	140 00	20 00	
Box Butte										
Brown	Ainsworth	45	2	45	13		50 00	150 00	32 50	3
Buffalo	Kearney	130	5	114	18			285 00	26 00	3
Burt	Tekamah	90	2	72	8		65 00	189 05	19 67	4
Butler	David City	151	2	90	7			201 50	43 75	4
Cass	Weeping Water	131	4	126	13		25 00	331 25	40 00	2
Cedar	Coleridge	80	2	80	20		100 00	200 00	15 00	3
Chase	Champion	40	2	38	16		25 00	95 00	23 75	2
Cherry	Valentine	48	2	28	8		39 75	121 75	27 50	1
Cheyenne	Sidney	54	2	40	10			134 00	32 50	1
Clay	Fairfield	119	3	79	11		66 00	246 40	31 66	3
Colfax	Schuyler	72	2	61	15		45 00	192 00	30 66	1
Cuming	West Point	100	3	80	6		75 00	199 61	26 33	3
Custer	Broken Bow	140	2	115	8			300 00	31 66	2
Dakota	Dakota City	54	2	46	8		50 00	122 28	25 00	2

Dawes.....	3	94	65	13	60 00	192 50	30 00	2
Dawson.....	3	89	81	13	...	245 00	36 66	2
Deuel.....	1	55	38	10	50 00	120 00	55 00	3
Dixon.....	3	89	58	9	50 00	154 50	25 00	3
Dodge.....	4	135	100	18	...	200 00	20 75	2
Douglas.....	2	94	68	8	50 00	189 85	43 82	1
Dundy.....	3	74	52	15	25 00	105 75	13 00	2
Fillmore.....	2	173	152	9	100 00	258 90	43 75	2
Franklin.....	3	113	90	10	72 00	214 00	32 00	...
Frontier.....	4	102	83	13	50 00	204 90	23 75	1
Furnas.....	3	117	70	17	100 00	248 40	39 75	2
Gage.....	3	194	145	12	25 00	257 25	37 91	...
Garfield.....	1	23	17	10	25 00	32 00	30 00	1
Gosper.....	2	44	35	13	25 00	115 35	27 50	1
Grant.....	...	...	...	...	...	...	...	...
Greeley.....	2	74	42	13	75 00	150 00	20 00	2
Hall.....	4	118	118	14	100 00	311 00	22 75	2
Hamilton.....	3	142	116	18	75 00	312 00	20 40	2
Harlan.....	4	86	81	10	25 00	166 00	15 00	3
Hayes.....	5	45	27	14	75 00	140 00	14 00	1
Hitchcock.....	3	76	58	7	95 85	211 00	33 33	2
Holt.....	4	158	136	9	...	367 65	31 25	2
Hooker.....	...	...	...	...	...	...	...	...
Howard.....	2	88	82	10	51 00	165 50	30 00	10
Jefferson.....	2	125	94	10	25 00	346 00	78 25	...
Johnson.....	4	90	80	14	75 00	504 15	25 00	7
Kearney.....	3	92	77	13	100 00	265 00	33 33	2
Keith.....	1	42	28	10	80 00	175 00	55 00	3
Keya Paha.....	2	35	33	19	...	95 00	12 50	2
Kimball.....	...	18	17	12	75 00	118 50	...	1
Knox.....	2	86	71	10	60 00	146 00	31 25	2
Lancaster.....	4	139	142	8	25 00	270 90	19 15	5
Lincoln.....	2	89	78	10	100 00	200 98	41 25	4
Logan.....	1	19	13	...	...	67 00	32 50	2
Loup.....	1	19	14	14	...	51 00	25 00	2
Madison.....	3	105	100	11	80 00	232 05	34 33	3
Norfolk.....	...	...	...	...	...	...	...	...

TABLE NO. 17.—*Continued.*
County Institutes—Statistics for the Year 1891.

COUNTY.	PLACE OF HOLDING INSTITUTE.	No. of Instructors.	Length of Term in Weeks.	No. Enrolled.	No. Actual Teachers Enrolled.	No. of Subjects Taught.	Amount Received from Appropriation of County Board.	Total Cost of Institute.	Average Pay per Week of Instructors.	No. of Lectures & Addresses Given Before Institute.
McPherson	Central City	4	2	110	62	10	40 00	202 50	22 50	1
Merrick	Nance	2	2	73	52	14	25 00	154 00	17 50	3
Nemaha	Auburn	4	4	102	83	12	75 00	504 15	25 00	7
Nuckolls	Superior	2	2	130	100	20	100 00	191 80	26 66	1
Otoe	Syracuse	5	2	138	138	12	100 00	370 00	32 00	4
Pawnee	Fawcett City	3	2	119	89	14	100 00	283 60	45 83	1
Perkins	Grant	3	2	54	47	18	40 00	118 75	19 16	1
Phelps	Holdrege	3	2	69	59	11	100 00	175 00	26 66	1
Pierce	Pierce	4	2	60	52	9	100 00	155 00	11 87	4
Platte	Columbus	4	2	100	98	7	75 00	198 50	20 00	5
Polk	Osceola	2	2	96	76	7	25 00	265 00	41 25	5
Red Willow	Indianola	4	2	65	58	8	100 00	222 75	25 62	5
Richardson	Humboldt	4	3	117	107	17	100 00	438 11	36 45	5
Rock	Bassett	3	2	51	46	10	50 00	160 00	23 33	4
Saline	Wilber	2	2	193	161	10	50 00	270 00	60 00	8
Sarpy	Papillion	2	1	54	48	8	25 00	106 70	32 50	2
Saunders	Wahoo	5	2	168	137	8	50 00	410 90	32 05	1
Scotts Bluff	Gering	2	2	75	22	13	25 00	36 00	13 62	1
Seward	Seward	2	2	140	98	7	50 00	248 45	50 00	4
Sheridan	Rushville	2	2	85	83	12	60 00	160 40	35 00	12

Sherman.....	Loup City	2	2	60	55	15	...	117 40	21 25	1
Sioux	Harrison	2	2	19	18	9	100 00	131 20	32 00	2
Stanton	Stanton	3	3	58	53	16	100 00	208 50	25 00	5
Thayer	Hebron	5	3	149	114	13	80 00	405 00	25 00	2
Thomas	Thedford	...	4	4	3	13	25 00	69 32	...	...
Thurston	Tekamah	...	2	4	4	...	...	4 00	...	...
Valley	Ord	5	2	100	75	10	100 00	216 00	11 00	4
Washington	Blair	3	2	98	66	15	50 00	189 90	28 33	2
Wayne	Wayne	3	10	84	53	15	75 00	616 66	20 55	3
Webster	Red Cloud	4	2	116	64	15	100 00	205 45	20 62	2
Wheeler	Bartlett	2	1	26	20	10	25 00	67 20	20 00	2
York	York	5	2	228	122	15	88 55	328 55	29 00	3

TABLE NO. 18.

County Institutes—Statistics of, for the Year 1892.

COUNTY.	PLACE OF HOLD- ING INSTITUTE.	No. of Instructors.	Length of Term in Weeks.	No. Enrolled.	No. Actual Teachers En- rolled.	No. Enrolled who have At- tended some Normal Sch'l.	Average Attendance.	No. of Subjects Taught.	Amount Received from Ap- propriation of County Board.	Amount Received from Tui- tion Fees.	Amount Paid for Instruc- tion.	Amount Paid for Other Ex- penses.	Total Cost of Institutes.	No. of Lectures & Addresses Given Before the Institute.	No. of Teachers Engaged in the Reading Circle Work.
Total for the state		7381	5716	1348	5679	...	...	...	\$4624 95	\$6284 10	\$14,543 65	\$3034 21	\$17,577 86	297	1644
Adams	Hastings	5	2	145	90	...	25	100	75	145	256	118	374	...	...
Antelope	Neligh	5	2	120	115	25	100	15	60	178	238	280	240 80	...	...
Banner	Harrisburg	2	1	21	19	4	19	13	28 85	4 50	65	1 90	66 90	2	...
Blaine	Brewster	2	2	13	9	2	10	8	25	15	40	5	45	1	...
Boone	Albion	3	2	93	89	20	93	12	25	110	120	20	140	...	...
Box Butte	Alliance	4	2	50	46	15	48	12	...	26	48	2	50	...	...
Boyd	Butte	2	2	22	17	8	22	7	25	22	100	5	105	2	...
Brown	Ainsworth	2	2	60	43	6	54	8	48 50	53	110	12	75	2	...
Buffalo	Gibbon	3	2	141	137	41	140	13	50	141	235	50	285	4	...
Burt	Oakland	4	2	98	94	31	75	12	25	227 45	189	129 15	318 15	6	...
Butler	David City	5	2	103	64	25	75	12	50	...	179	35	214	5	...
Cass	Weeping Water	4	2	116	116	24	88	16	25	116	284 50	44 60	329 10	2	...
Cedar	Hartington	6	2	92	78	...	76	17	100	115 65	220	21	241	5	...
Chase	Imperial	4	2	51	37	...	40	12	25	49	102	3 75	106 75	1	...

Cherry.....	6	2	45	40	.....	34	13	25	.....	71	6	77	4	10
Valentine.....														
No Institute.....														
Cheyenne.....	4	2	116	77	9	110	13	60	57	220	43	263	46	1
Clay.....	4	2	116	77	9	110	13	60	57	220	43	263	46	1
Sutton.....	4	3	70	42	15	46	15	75	64	225	14	239	3	30
Schuyler.....	6	6	104	87	.....	61	17	100	282	385	62	447	50	32
West Point.....	3	3	120	116	43	10	50	50	80	285	16	401	5	7
Cuming.....	3	3	120	116	43	10	50	50	80	285	16	401	5	7
Broken Bow.....	3	3	120	116	43	10	50	50	80	285	16	401	5	7
Custer.....	3	3	120	116	43	10	50	50	80	285	16	401	5	7
Dakota.....	3	3	120	116	43	10	50	50	80	285	16	401	5	7
No Institute re- ported.....														
Dawes.....	5	2	75	46	10	70	19	54	117	200	30	230	2	26
Chadron.....	4	2	109	83	8	78	14	40	101	205	29	234	40	1
Dawson.....	4	2	109	83	8	78	14	40	101	205	29	234	40	1
Lexington.....	2	2	42	39	10	40	12	50	42	100	6	106	3	30
Deuel.....	3	2	86	63	.....	55	10	100	7	170	6	176	2	2
Chappell.....	3	2	86	63	.....	55	10	100	7	170	6	176	2	2
Ponca.....	3	2	86	63	.....	55	10	100	7	170	6	176	2	2
Dixon.....	3	2	86	63	.....	55	10	100	7	170	6	176	2	2
Dodge.....	5	2	143	.....	.....	138	16	100	143	185	150	335	15	100
Fremont.....	5	2	143	.....	.....	138	16	100	143	185	150	335	15	100
Omaha.....	5	2	104	65	29	70	14	25	45	220	16	236	50	5
Douglas.....	5	2	104	65	29	70	14	25	45	220	16	236	50	5
Benkelman.....	5	2	65	57	15	50	17	30	74	89	22	111	40	2
Fillmore.....	4	2	110	90	25	90	12	.....	95	130	41	171	70	4
Franklin.....	4	2	110	90	25	90	12	.....	95	130	41	171	70	4
Stockville.....	8	2	78	66	8	75	16	50	.....	200	12	212	80	12
Frontier.....	8	2	78	66	8	75	16	50	.....	200	12	212	80	12
Beaver City and Arapahoe.....	6	4	129	72	.....	114	14	100	160	265	63	328	5	.....
Beatrice.....	4	2	200	150	25	175	16	25	97	305	100	86	7	125
Garfield.....	2	1	31	18	.....	31	7	.....	.....	45	3	405	86	1
Burwell.....	2	1	31	18	.....	31	7	.....	.....	45	3	405	86	1
Gosper.....	2	2	44	30	5	35	18	50	.....	100	17	117	75	3
Elwood.....	2	2	44	30	5	35	18	50	.....	100	17	117	75	3
No Institute.....														
Greeley.....	2	2	79	39	2	60	14	64	47	120	31	151	50	2
Greeley Center.....	4	2	124	100	65	100	15	100	168	180	88	268	2	40
Hall.....	4	2	124	100	65	100	15	100	168	180	88	268	2	40
Grand Island.....	3	2	155	120	18	113	15	85	81	203	35	238	2	20
Hamilton.....	3	2	155	120	18	113	15	85	81	203	35	238	2	20
Aurora.....	5	2	86	80	16	56	10	42	.....	115	11	126	4	15
Harlan.....	5	2	86	80	16	56	10	42	.....	115	11	126	4	15
Hayes.....	5	2	86	80	16	56	10	42	.....	115	11	126	4	15
Hayes Center.....	3	2	60	35	6	28	13	100	84	180	4	184	1	.....
Hitchcock.....	3	2	60	35	6	28	13	100	84	180	4	184	1	.....
Trenton.....	3	2	60	35	6	28	13	100	84	180	4	184	1	.....
Holt.....	3	2	148	135	25	145	6	98	.....	127	11	138	2	12
O'Neill.....	3	2	148	135	25	145	6	98	.....	127	11	138	2	12
Hooker.....	3	2	148	135	25	145	6	98	.....	127	11	138	2	12
No Institute.....														
Hooker.....	3	2	148	135	25	145	6	98	.....	127	11	138	2	12
St. Paul.....	2	3	78	66	13	62	8	54	72	190	36	226	15	4
Howard.....	2	3	78	66	13	62	8	54	72	190	36	226	15	4
Jefferson.....	4	2	134	99	33	112	8	25	201	225	31	236	88	2
Fairbury.....	4	2	134	99	33	112	8	25	201	225	31	236	88	2
Johnson.....	6	4	129	84	34	100	18	75	193	290	210	500	4	30
Tecumseh.....	6	4	129	84	34	100	18	75	193	290	210	500	4	30
Minden.....	3	3	92	84	21	85	12	100	23	205	18	223	95	27
Kearney.....	3	3	92	84	21	85	12	100	23	205	18	223	95	27

TABLE NO. 18.—Continued.
County Institutes—Statistics of, for the Year 1892.

COUNTY.	PLACE OF HOLD- ING INSTITUTE.	No. of Instructors.	Length of Term in Weeks.	No. Enrolled.	No. Actual Teachers En- rolled.	No. Enrolled who have At- tended some Normal Sch'l.	Average Attendance.	No. of Subjects Taught.	Amount Received from Ap- propriation of County Board.	Amount Received from Tui- tion Fees.	Amount Paid for Instruc- tion.	Amount Paid for Other Ex- penses.	Total Cost of Institutes.	No. of Lectures & Addresses Given Before the Institute.	No. of Teachers Engaged in the Reading Circle Work.
Keith.....	Ogallala.....	2	2	40	25	5	...	12	\$ 100	\$ 38	\$ 150	\$ 6	\$ 156	2	17
Keya Paha...	Springview	1	2	46	40	10	44	18	25	45	60	40	100	2	18
Kimball.....	Kimball.....	1	2	18	14	...	15	9	85	10	125	5	130	8	3
Knox.....	Niobrara.....	2	2	75	70	12	68	11	89	67	170	14	184	65	...
Launcester...	Lincoln.....	4	2	207	142	39	165	9	25	198	260	38	298	5	41
Lincoln.....	North Platte.....	2	2	77	72	10	72	9	50	5	175	31	206	3	29
Logan.....	Gandy.....	2	2	29	20	4	15	14	...	28	65	2	67	25	...
Loup.....	Taylor.....	3	2	16	12	3	13	14	20	27	47	1	48	1	3
Madison.....	Madison.....	2	2	98	87	34	...	13	100	88	108	86	194	21	40
McPherson.....	No Institute.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Merrick.....	Central City.....	4	2	82	53	20	53	10	75	...	180	18	198	75	...
Nance.....	Fullerton.....	2	2	61	52	25	...	13	25	61	190	27	217	4	21
Nemaha.....	Auburn.....	5	4	126	97	46	94	17	50	135	416	110	526	50	21
Nuckolls.....	Nelson.....	4	3	110	76	9	101	16	...	122	262	54	316	4	51
Otoe.....	Syracuse.....	3	2	160	158	65	130	15	100	...	235	135	370	12	8

Pawnee	3	2	91	65	13	81	50	135	260	24	284	3	23
Perkins	2	2	55	40	18	42	30	38	91	18	109	3	15
Phelps	5	2	89	89	...	...	100	...	188	22	210	1	10
Pierce	4	2	102	75	23	80	50	50	116	23	140	6	...
Platte	4	2	80	62	35	68	100	278	05	25	245	2	...
Polk	3	2	89	88	56	70	50	66	75	33	193	3	21
Red Willow	3	2	65	60	2	60	100	63	195	10	206	3	25
Richardson	2	2	161	137	10	134	25	157	182	84	266	3	27
Rock	4	2	36	31	30	30	50	36	125	...	125	2	4
Saline	3	2	181	157	40	148	50	...	220	90	310	6	70
Sarpy	3	1	51	31	21	50	38	...	75	18	93	1	25
Saunders	5	1	176	176	50	...	50	88	265	100	365	9	59
Scott's Bluff	2	1	17	17	4	4	17	23	37	25	37	1	6
Seward	3	2	117	79	54	100	60	117	185	46	231	4	...
Sheridan	6	2	103	75	65	88	50	75	170	44	214	5	25
Sherman	2	2	51	51	20	48	50	51	125	34	159	2	15
Sioux	1	2	28	25	...	13	100	...	100	6	106	3	12
Stanton	5	2	56	40	10	55	100	25	158	25	183	8	25
Thayer	5	2	147	116	33	119	50	188	213	54	268	4	30
Thomas	2	1	10	6	...	11	40	5	54	...	54	1	...
Thurston	...	2	6	5	...	5	40	6	12	...	12	...	2
Valley	4	2	80	60	8	...	98	80	160	25	185	1	...
Washington	3	2	90	75	22	78	50	60	180	15	195	2	40
Wayne	6	2	170	86	...	160	111	100	211	...	211	14	40
Webster	4	3	95	47	3	76	100	38	283	47	330	3	30
Wheeler	1	2	21	15	7	19	40	21	383	19	59	2	...
York	4	2	157	115	...	122	40	112	35	47	330	5	43
Pawnee City	...	...	...	...	...	...	...	...	...	...	...	...	...
Madrid	...	...	...	...	...	...	...	...	...	...	...	...	...
Holdrege	...	...	...	...	...	...	...	...	...	...	...	...	...
Plainview	...	...	...	...	...	...	...	...	...	...	...	...	...
Columbus	...	...	...	...	...	...	...	...	...	...	...	...	...
Osceola	...	...	...	...	...	...	...	...	...	...	...	...	...
McCook	...	...	...	...	...	...	...	...	...	...	...	...	...
Falls City	...	...	...	...	...	...	...	...	...	...	...	...	...
Bassett	...	...	...	...	...	...	...	...	...	...	...	...	...
Friend	...	...	...	...	...	...	...	...	...	...	...	...	...
Papillion	...	...	...	...	...	...	...	...	...	...	...	...	...
Wahoo	...	...	...	...	...	...	...	...	...	...	...	...	...
Gering	...	...	...	...	...	...	...	...	...	...	...	...	...
Seward	...	...	...	...	...	...	...	...	...	...	...	...	...
Rushville	...	...	...	...	...	...	...	...	...	...	...	...	...
Loup City	...	...	...	...	...	...	...	...	...	...	...	...	...
Harrison	...	...	...	...	...	...	...	...	...	...	...	...	...
Stanton	...	...	...	...	...	...	...	...	...	...	...	...	...
Hebron	...	...	...	...	...	...	...	...	...	...	...	...	...
Thedford	...	...	...	...	...	...	...	...	...	...	...	...	...
Oakland	...	...	...	...	...	...	...	...	...	...	...	...	...
Joint with Burt	...	...	...	...	...	...	...	...	...	...	...	...	...
Ord	...	...	...	...	...	...	...	...	...	...	...	...	...
Blair	...	...	...	...	...	...	...	...	...	...	...	...	...
Wayne	...	...	...	...	...	...	...	...	...	...	...	...	...
Webster	...	...	...	...	...	...	...	...	...	...	...	...	...
Red Cloud	...	...	...	...	...	...	...	...	...	...	...	...	...
Bartlett	...	...	...	...	...	...	...	...	...	...	...	...	...
York	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE NO. 19.

Graded Schools—Receipts and Sources of Same for Year Ending July 13, 1891.

TOWNS.	Balance from Last Year.	Amount Derived from State Fund.	Amount Derived from Local Taxation.	Amount Derived from Fines and Licenses.	Amount Derived from Tuition.	Amount Derived from Other sources.	Total Receipts for Current Ex- penses.	Amount Received from Sale of Bonds.	Total Receipts for the Year.
Total for state.	332,945 59	135,144 38	548,110 11	576,890 56	9019 63	30,604 88	1,632,715 15	60,473 28	1,693,188 43
Ainsworth	2708 00	218 00	1200 00	100 00	.....	.....	4226 00	.....	4226 00
Albion	68 31	253 43	3845 00	1200 00	89 25	10 00	5465 99	.....	5465 99
Alma	548 51	569 90	1826 59	1091 00	7 00	30	4043 30	.....	4043 30
Arapahoe	71 94	400 00	3089 00	1000 00	21 00	.....	4591 94	.....	4591 94
Arlington	715 26	.....	1620 00	958 17	12 00	.....	3305 43	.....	3305 43
Ashland	40 58	.....	6773 14	.....	138 50	.....	6952 22	.....	6952 22
Atkinson	51 21	476 49	2146 54	1125 00	179 55	.....	3378 79	.....	3378 79
Auburn	22 65	413 06	2676 77	5 00	143 13	.....	3260 61	.....	3260 61
Aurora	546 41	967 09	5500 00	1235 75	293 50	.....	8542 75	.....	8542 75
Beatrice	11,456 64	2421 60	16,705 20	11,552 60	30 00	.....	42,166 04	.....	42,166 04
Beaver City	71 07	2603 00	.....	500 00	40 00	.....	3214 07	.....	3214 07
Blair	3587 69	1537 54	5165 46	4000 00	57 75	16 00	14,364 44	.....	14,364 44
Bloomington	1056 27	385 96	1851 59	500 00	35 50	.....	3829 32	.....	3829 32
Blue Hill	2928 66	201 99	888 84	2000 00	.....	.....	6019 49	.....	6019 49
Blue Springs	44	2578 52	.....	546 00	69 25	1212 65	4406 86	.....	4406 86
Bradshaw	168 92	1094 75	532 66	.....	14 25	3193 75	5004 33	.....	5004 33
Broken Bow	2178 91	327 18	3833 58	1000 00	.....	.....	7337 67	.....	7337 67
Brownville	744 25	465 87	742 95	123 43	6 50	14 00	2097 00	.....	2097 00
Carleton	526 03	.....	.....	.....	32 50	2168 00	2726 53	391 06	3117 59
Cambridge	45 72	182 00	2314 00	.....	102 50	.....	2644 22	.....	2644 22

Central City.....	282 41	.....	5327 84	516 00	41 33	295 00	6170 53	6170 53
Chadron.....	812 13	822 35	3722 68	3309 00	.....	.....	8666 16	8666 16
Clarks.....	828 20	988 60	2000 00	.....	25 00	273 00	4114 80	4114 80
Columbus.....	524 21	1765 46	2387 11	6174 00	40 50	.....	10,891 28	10,891 28
Chester.....	384 52	400 00	1400 00	91 00	113 20	.....	2388 72	2388 72
Cortland.....	104 30	198 92	1401 43	881 00	2 50	.....	2388 15	2388 15
Cozad.....	593 17	.....	1539 00	485 00	57 25	.....	2674 42	2674 42
Crete.....	2590 92	1431 27	4635 70	4340 80	166 32	460 00	13,625 01	13,625 01
Crighton.....	1614 20	463 83	1303 51	500 00	64 68	.....	3946 22	3946 22
Culbertson.....	764 40	344 56	3669 48	.....	.....	.....	4778 44	4778 44
Davenport.....	157 21	161 09	2075 00	50 00	1 50	.....	2444 80	2444 80
David City.....	2524 89	1212 54	5914 80	2500 00	135 00	22 58	12,309 81	12,309 81
Decatur.....	119 42	444 00	1290 00	.....	43 49	.....	1896 91	1896 91
De Witt.....	1269 07	429 55	779 64	1003 00	54 75	47 75	3583 76	3583 76
Dorchester.....	9849 12	374 23	1952 74	9 00	600 00	2031 28	12,785 09	12,785 09
Edgar.....	925 31	340 99	4233 28	39 50	111 30	520 63	7681 66	7681 66
Elm Creek.....	24 87	300 00	1800 84	58 00	.....	.....	2704 34	2704 34
Ewing.....	820 40	121 00	1000 41	500 00	74 47	.....	2516 28	2516 28
Exeter.....	724 03	400 00	2470 00	973 87	30 00	.....	4597 90	4597 90
Fairbury.....	5218 79	845 78	6486 51	2551 00	136 25	8 00	15,246 33	15,246 33
Fairfield.....	163 07	625 11	3684 21	62 75	22 35	.....	4560 49	4560 49
Falls City.....	2389 66	1330 70	6029 62	3588 70	64 10	.....	13,402 78	13,402 78
Farmont.....	7 52	616 17	3792 35	.....	248 86	.....	4604 90	4604 90
Franklin.....	1062 14	349 90	1676 68	.....	10 75	84 53	3184 00	3184 00
Freemont.....	2624 07	2605 28	24,674 33	11,523 05	102 45	.....	41,529 18	41,529 18
Friend.....	768 20	300 00	1900 00	2000 00	146 75	.....	5114 95	5114 95
Fullerton.....	15 21	448 76	3129 71	.....	97 90	.....	3691 58	3691 58
Geneva.....	80 56	761 50	4098 50	500 00	30 45	1875 00	6946 01	6946 01
Gibson.....	395 48	326 72	2553 01	500 00	.....	.....	3775 21	3775 21
Gibbon.....	109 18	404 39	2056 39	45 60	4 50	27 50	2647 56	2647 56
Grafton.....	663 67	197 92	2102 08	500 00	53 50	.....	3517 17	3517 17
Grand Island.....	13,194 72	1600 75	20,869 66	12,008 20	24 00	.....	47,697 33	47,697 33
Greenwood.....	1254 98	1626 42	.....	.....	32 50	.....	2913 90	2913 90
Hardy.....	427 04	400 00	1473 81	500 00	25 00	46 50	2872 35	2872 35
Hartington.....	782 51	341 53	1300 00	1500 00	63 90	.....	3887 94	3887 94
Harvard.....	2703 37	700 00	4061 53	560 00	76 00	.....	8100 90	8100 90

TABLE NO. 19.—Continued.
 Graded Schools—Receipts and Sources of Same for Year Ending July 13, 1891.

TOWNS.	Balance from Last Year.	Amount Derived from State Fund.	Amount Derived from Local Taxation.	Amount Derived from Fines and Licenses.	Amount Derived from Tuition.	Amount Derived from Other Sources.	Total Receipts for Current Ex- penses.	Amount Received from Sale of Bonds.	Total Receipts for the Year.
Hastings.....	14,594 72	2934 65	6575 00	11,740 95	49 00	30 00	35,924 32	.....	35,924 32
Hebron.....	105 08	389 21	6110 79	1542 50	130 70	49 10	8327 38	.....	8327 38
Holdrege.....	2056 39	1011 49	3964 38	2361 00	.....	100 00	9493 26	15,500 00	24,993 26
Hooper.....	1038 33	133 00	1930 19	2000 00	.....	60	5102 12	.....	5102 12
Humboldt.....	169 37	631 96	3344 71	1054 00	446 25	52 25	5698 54	9135 00	14,833 54
Indianola.....	374 91	200 00	2589 13	.....	.....	5 00	3169 04	.....	3169 04
Junietta.....	1510 50	391 09	1617 26	11 22	4 00	148 00	3682 07	.....	3682 07
Kearney.....	6000 00	1683 68	19,883 97	4000 00	.....	.....	31,547 65	.....	31,547 65
Kenesaw.....	625 43	283 52	1236 51	.....	8 50	13 55	2167 51	.....	2167 51
Lexington.....	464 61	500 00	5500 00	1500 00	40 00	92 25	8096 86	12,040 00	20,136 86
Liberty.....	47 47	421 05	1120 06	.....	16 50	.....	1558 08	.....	1558 08
Lincoln.....	36,386 14	12,679 77	40,561 11	53,186 14	268 74	4258 00	147,339 90	.....	147,339 90
Long Pine.....	34 37	169 60	1861 56	500 00	10 00	42 44	2617 97	.....	2617 97
Louisville.....	2737 66	553 91	453 92	1000 00	.....	38 93	4784 42	.....	4784 42
Loup City.....	2177 31	180 71	2507 93	1000 00	26 00	.....	5891 95	.....	5891 95
Lyons.....	1056 40	358 32	1970 00	1000 00	21 45	.....	3406 17	.....	3406 17
Madison.....	185 61	297 75	3020 01	1000 00	59 25	.....	4562 62	.....	4562 62
McCook.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mead.....	281 60	293 10	980 00	.....	12 00	3 86	1570 56	.....	1570 56
Milford.....	1432 54	496 94	1302 49	1000 00	39 50	45 25	4316 72	.....	4316 72
Minden.....	1962 89	387 20	1289 33	1000 00	321 40	2 25	4963 07	.....	4963 07

Nebraska City..	8390 19	2400 00	4069 98	15,000 00	149 50	178 10	30,696 77	30,636 77
Neligh.....	2007 92	606 30	3781 59	.....	34 37	.....	6430 18	6430 18
Nelson.....	182 79	461 06	3578 01	.....	36 75	219 54	4478 14	4478 14
Norfolk.....	23,222 91	1302 18	2956 32	6395 00	72 20	4 94	34,553 55	34,553 55
North Bend.....	2320 46	549 43	1055 05	2807 50	101 85	25	6634 54	6634 54
North Loup ..	102 78	465 14	2000 00	.....	.....	.....	2567 92	2567 92
North Platte	.....	691 60	8593 02	2528 00	.....	83 00	11,895 62	11,895 62
Oakdale.....	597 84	385 75	1265 00	500 00	1 50	32 00	2782 09	2782 09
Oakland.....	782 90	575 38	2110 00	2226 50	147 99	10 00	5852 77	5852 77
Odell.....	1039 42	571 00	500 00	500 00	78 75	118 80	2807 97	2807 97
Omaha.....	1065 34	270 81	1004 19	1000 00	1 25	.....	3341 59	3341 59
O'Neill.....	42,622 40	32,033 15	93,629 83	280,851 00	59 50	1040 75	450,256 63	450,256 63
Ord.....	2104 94	620 32	1106 69	2037 00	117 58	24 08	6010 61	6010 61
Orleans.....	137 15	1550 00	1400 00	1500 00	28 30	.....	4615 45	4615 45
Oseola.....	1186 37	471 50	2410 96	1000 00	93 50	.....	5074 83	5074 83
Oxford.....	.....	481 11	2778 50	700 00	9 75	1428 23	3353 11	3353 11
Papillion.....	187 40	216 77	400 00	.....	61 35	1164 15	4728 85	4728 85
Pawnee City...	3064 70	100 00	7126 19	20 00	54 00	331 29	9271 61	9271 61
Plainview.....	184 11	879 96	1286 92	.....	55 00	.....	3611 95	3611 95
Plattsmouth...	1807 74	132 00	6473 81	6085 70	106 65	.....	16,955 15	16,955 15
Ponca.....	1472 82	2867 82	965 30	1500 00	17 00	.....	6849 57	6849 57
Ponca.....	2513 10	965 30	1764 52	1505 00	17 00	.....	4212 99	4212 99
Ravenna.....	867 76	150 38	1672 85	1505 00	34 00	.....	7023 54	7023 54
Red Cloud.....	402 54	585 98	4964 02	1037 00	3 75	.....	2276 53	2276 53
Reynolds.....	929 32	143 46	700 00	500 00	6 00	100 00	2844 36	2844 36
Riverton.....	271 15	256 67	1660 54	550 00	44 50	1 50	2568 14	2568 14
Rulo.....	1567 85	585 60	351 19	27 50	60 00	10 00	5323 08	5323 08
St. Paul.....	700 98	378 76	2668 34	1505 00	60 00	.....	12,109 95	12,109 95
Schuyler.....	3347 00	1588 95	3095 00	4079 00	46 55	.....	11,641 75	11,641 75
Scribner.....	1906 32	377 33	1648 91	2020 00	250 95	2141 22	5718 24	5718 24
Seward.....	2642 25	.....	6684 55	2064 00	19 00	.....	3627 40	3627 40
Shelton.....	2567 53	202 03	2929 68	1030 00	.....	37 75	66,291 10	66,291 10
Sidney.....	18 89	196 76	2344 00	.....	9 00	34 45	8121 32	8121 32
South Omaha...	24,723 39	1589 31	1185 67	38,749 28	.....	.....	11,213 86	11,213 86
Stanton.....	4070 96	450 36	2100 00	1500 00	107 50	.....	.....	.....
Sterling.....	8574 86	228 73	1292 77	1010 00	.....	.....	.....	.....

TABLE NO. 19.—Continued.
Graded Schools—Receipts and Sources of Same for Year Ending July 13, 1891.

TOWNS.	Balance from Last Year.	Amount Derived From State Fund.	Amount Derived From Local Taxation.	Amount Derived From Fines and Licenses.	Amount Derived From Tuition.	Amount Derived From Other sources.	Total Receipts for Current Ex- penses.	Amount Received From Sale of Bonds.	Total Receipts for the Year.
Stromsburg.....	324 03	291 89	2727 50	.....	9 75	.....	3353 17	.....	3353 17
Superior.....	241 48	7040 70	.....	1608 00	199 51	74 00	9163 69	.....	9163 69
Sutton.....	327 10	600 00	2852 74	.....	150 00	2306 16	6236 00	.....	6236 00
Syracuse.....	1651 07	448 17	3204 48	500 00	190 75	554 00	6548 47	.....	6548 47
Table Rock.....	388 45	202 40	1782 00	.....	52 75	.....	2425 60	.....	2425 60
Tecumseh.....	3780 00	681 44	3226 00	1500 00	55 20	39 10	9281 74	.....	9281 74
Tekamah.....	1904 88	779 69	4850 00	.....	154 15	9 45	7698 17	.....	7698 17
Tobias.....	1885 09	186 29	1389 35	132 00	21 00	.....	3613 73	.....	3613 73
Trenton.....	.....	555 96	1049 90	1000 00	40 00	.....	2647 65	.....	2647 65
Ulysses.....	1 79	174 39	700 62	2138 85	26 30	.....	3227 44	.....	3227 44
Utica.....	187 28	414 87	1232 00	563 00	25 00	.....	2804 05	.....	2805 06
Valparaiso.....	570 19	5000 00	7099 21	3000 00	167 35	.....	16870 71	.....	16870 71
Wahoo.....	6104 15	267 45	1261 24	500 00	60 35	.....	2144 42	.....	2144 42
Wakefield.....	55 38	294 15	4242 04	1000 00	133 60	67	7110 96	.....	7110 96
Wayne.....	1440 50	740 79	4846 65	1000 00	140 93	119 71	6877 06	1900 00	8777 06
Weeping Water.....	28 98	1063 25	1226 56	5000 00	59 50	.....	11119 59	.....	11119 59
West Point.....	3770 28	368 53	1866 47	6000 00	80 20	.....	9245 64	.....	9245 64
Wilber.....	930 44	1131 22	28 50	1589 50	73 45	1380 47	4224 75	.....	4224 75
Wisner.....	21 61	500 00	2042 00	1129 50	42 25	255 37	5073 06	.....	5073 06
Wood River.....	1103 94	.....	3500 00	3000 00	.....	885 70	9976 07	6186 00	16162 07
Wymore.....	2590 37	.....	8983 23	.....	103 53	3245 52	13275 68	.....	13275 68
York.....	149 75	793 65	.....	.....	.....	.....	.....	.....	.....

TABLE NO. 20.
Graded Schools—Receipts and Sources of Same for Year Ending July 11, 1892.

TOWNS.	Balance from Last Year.	Amount Derived from State Fund and Local Taxation.	Amount Derived from Fines and Licenses.	Amount Derived from Tuition.	Amount Derived from Other Sources.	Total Receipts for Current Ex- penses.	Amount Received from Sale of Bonds.	Total Receipts for the Year.
Total for state.....	\$ 203,578 19	\$ 451,618 67	\$ 239,890 75	\$ 8961 66	\$ 43,246 94	\$ 947,296 21	\$ 61,547 48	\$ 1,008,843 69
Albion.....	369 54	5383 92	.....	106 25	.....	5859 71	.....	5859 71
Alliance.....	.....	2798 49	1000 00	15 00	.....	3813 49	2970 00	6783 49
Arlington.....	1105 79	1567 65	1000 00	39 00	1 49	3713 93	.....	3713 93
Ashland.....	28 40	9450 00	100 00	319 15	2086 57	11,984 12	.....	11,984 12
Atkinson.....	291 28	2794 75	875 00	131 35	3 15	4065 53	.....	4065 53
Auburn.....	64 44	4993 22	17 00	210 55	49 06	5334 27	.....	5334 27
Beatrice.....	8999 04	15,268 67	12,450 50	374 00	6003 55	43,095 76	15,450 00	58,545 76
Beaver City.....	134 87	2677 00	500 00	102 00	.....	3413 87	.....	3413 87
Bennet.....	.....	1654 35	1 00	.....	.....	1655 35	.....	1655 35
Blair.....	4037 58	9357 71	4025 00	134 10	25 76	17,580 15	701 90	18,282 05
Blue Hill.....	1675 81	433 51	1000 00	.....	1496 60	4605 92	.....	4605 92
Boelus.....	260 20	393 63	1002 00	40 15	.....	1695 98	.....	1695 98
Brainerd.....	1789 64	481 86	1000 00	.....	.....	3271 50	.....	3271 50
Broken Bow.....	312 55	5575 80	2047 98	17 00	28 50	7981 83	.....	7981 83
Calhoun.....	11 30	767 47	1550 00	.....	53 68	2382 45	.....	2382 45
Cedar Rapids.....	244 63	2829 87	530 00	7 44	53 65	3665 59	.....	3665 59
Central City.....	.....	6306 28	1017 00	178 68	.....	7501 96	.....	7501 96
Chadron.....	2286 62	5889 28	3003 00	.....	.....	11,178 90	.....	11,178 90
Clarks.....	192 12	2255 00	1000 00	.....	.....	3547 12	.....	3547 12
Clay Center.....	42	1877 18	.....	18 23	102 18	1908 01	.....	1908 01
Cook.....	1 67	819 00	1000 00	6 00	.....	1826 67	.....	1826 67

TABLE NO. 20.—Continued.
Graded Schools—Receipts and Sources of Same for Year Ending July 11, 1892.

TOWNS.	Balance from Last Year.	Amount Derived from State Fund and Local Taxation.	Amount Derived from Fines and Licenses.	Amount Derived from Tuition.	Amount Derived from Other Sources.	Total Receipts for Current Ex- penses.	Amount Received from Sale of Bonds.	Total Receipts for the Year.
Cortland	\$ 171 53	\$ 1700 00	\$ 524 00	\$ 17 50	\$ 6 50	\$ 2419 53	.....	\$ 2419 53
Covington	12,210 80	235 00	10,500 00	.....	.....	22,945 80	.....	22,945 80
Crab Orchard	4 28	1061 49	.....	15 75	.....	1061 52	.....	1061 52
Craig	10 19	1948 12	.....	61 65	70 43	2140 39	.....	2140 39
Crawford	22 85	4239 62	2102 75	162 97	5522 00	12,050 19	.....	12,050 19
Creighton	1918 87	1733 38	1005 00	128 75	1 06	4787 06	.....	4787 06
Culbertson	507 38	3739 55	512 00	16 75	90	4776 58	.....	4776 58
Curtis	546 53	2155 18	31 00	50 50	108 00	2891 21	.....	2891 21
Dannebrog	640 10	999 03	500 00	.....	.....	2139 13	.....	2139 13
David City	4625 86	7402 56	2000 00	184 00	38 05	14,250 47	.....	14,250 47
Decatur	242 17	1775 17	510 00	30 25	44 27	2601 86	.....	2601 86
De Witt	429 69	2531 29	500 00	23 00	18 22	3502 20	1125 00	4627 20
Diller	447 51	1060 00	.....	17 35	.....	1524 86	.....	1524 86
Dodge	1368 33	145 57	2502 00	22 00	500 00	4537 90	.....	4537 90
Dorchester	200 81	3048 00	.....	.....	.....	3248 81	.....	3248 81
Douglas	120 97	653 44	.....	.....	48 20	822 61	.....	822 61
Du Bois	65 97	1361 91	.....	.....	50	1428 38	.....	1428 38
Edgar	271 67	5281 18	115 00	79 95	221 46	5969 26	5000 00	10,969 26
Elk Creek	112 36	852 00	25 00	.....	.....	989 36	.....	989 36
Elmwood	12 05	1319 87	500 00	10 75	.....	1842 67	.....	1842 67
Elwood .....	.....	1639 60	.....	.....	.....	1639 60	950 00	2589 60
Emerson	1536 87	1200 14	500 00			3237 01		3237 01

SUPERINTENDENT OF PUBLIC INSTRUCTION.

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Endicot.....	1475 00		333 33		22 00	21 00	1518 00		1518 00
Ewing.....	1571 22	479 61		87 60	87 60	49 65	2521 41		2521 41
Fairbury.....	8283 43	864 28	3180 75	189 00	189 00	4 50	12,521 96	.....	12,521 96
Fairfield.....	4541 63	450 40	29 50	24 50	24 50	.....	5046 03	.....	5046 03
Fairmont.....	6453 97	' 97 97	.....	153 27	153 27	.....	6705 21	.....	6705 21
Firth.....	1190 59	1190 59	520 00	.....	.....	.....	2155 59	.....	2155 59
Franklin.....	837 91	837 91	.....	17 78	17 78	25 64	2816 04	.....	2816 04
Fremont.....	13,647 55	13,647 55	9438 00	198 60	198 60	.....	30,151 25	.....	30,151 25
Friend.....	3491 93	1111 73	1035 00	243 25	243 25	21 93	5933 84	.....	5933 84
Fullerton.....	5992 07	.....	.....	.....	.....	.....	5992 07	.....	5992 07
Geneva.....	7550 00	80 56	4 00	102 00	102 00	2118 00	9854 56	.....	9854 56
Gering.....	41 77	41 77	.....	69 90	69 90	.....	465 15	.....	465 15
Gibbon.....	2763 11	66 51	44 50	81 00	81 00	39 20	2994 32	.....	2994 32
Grafton.....	1483 36	1483 36	22 50	41 75	41 75	85	3848 46	.....	3848 46
Grand Island.....	14,339 74	14,339 74	12,962 20	88 50	88 50	.....	51,667 00	.....	51,667 00
Greeley Center.....	249 21	249 21	1500 00	38 00	38 00	.....	4033 23	.....	4033 23
Hastings.....	13,394 85	13,394 85	11,201 62	77 25	77 25	222 00	35,473 94	.....	35,473 94
Hebron.....	41 44	41 44	1000 00	154 00	154 00	17 30	7926 04	.....	7926 04
Hickman.....	9 89	9 89	.....	.....	.....	646 98	1966 87	.....	1966 87
Holdrege.....	7743 23	7743 23	2233 00	.....	.....	381 00	11,155 98	.....	11,155 98
Hooper.....	1902 23	2041 29	.....	.....	.....	.....	3943 52	.....	3943 52
Humboldt.....	12 41	12 41	1053 00	552 60	552 60	3583 50	7491 53	.....	7491 53
Humphrey.....	2230 02	1197 26	2000 00	.....	.....	.....	3610 70	.....	3610 70
Johnstown.....	413 44	20 70	.....	.....	.....	12 35	1239 17	.....	1239 17
Kearney.....	1196 12	7640 00	3500 00	.....	.....	.....	32,442 34	.....	32,442 34
Liberty.....	21,302 34	.....	.....	.....	.....	.....	2157 76	.....	2157 76
Louisville.....	1391 37	46 94	10 88	41 50	41 50	667 07	5801 44	.....	5801 44
Lyons.....	641 25	2245 95	2522 00	5 00	5 00	387 24	3739 78	.....	3739 78
Madison.....	2665 76	1013 08	.....	46 15	46 15	14 79	4657 16	.....	4657 16
McCool Junction.....	3310 97	187 09	1042 00	117 10	117 10	.....	1066 94	.....	1066 94
Mead.....	1806 69	328 38	35 50	13 75	13 75	724 81	1874 64	.....	1874 64
Millard.....	390 39	5682 32	2000 00	9 10	9 10	23 35	8208 71	.....	8208 71
Milligan.....	1545 02	1545 02	1502 00	3 00	3 00	133 00	3134 63	.....	3134 63
Minden.....	5605 58	316 06	2500 00	286 43	286 43	175 50	8883 57	.....	8883 57
Nebraska City.....	4750 00	9698 19	19,000 00	72 10	72 10	.....	33,520 29	.....	33,520 29
Nelson.....	3665 00	474 34	.....	19 50	19 50	65 00	4223 84	.....	4223 84
							17,639 00	.....	17,639 00

TABLE NO. 20.—Continued.
Graded Schools—Receipts and Sources of Same for Year Ending July 11, 1892.

TOWNS.	Balance from Last Year.	Amount Derived from State Fund and Local Taxation.	Amount Derived from Fines and Licenses.	Amount Derived from Tuition.	Amount Derived from Other Sources.	Total Receipts for Current Ex- penses.	Amount Received from Sale of Bonds.	Total Receipts for the Year.
Nemaha City	4 32	1504 97	.....	24 00	151 68	1684 97	.....	1684 97
Newman Grove.....	1786 36	1566 40	510 00	1 25	56 48	3920 49	.....	3920 49
Niobrara	701 42	853 36	2310 00	.....	12 00	3876 78	.....	3876 78
Norfolk.....	4309 31	14,931 41	5953 00	104 50	.....	25,298 22	.....	25,298 22
North Bend.....	2076 50	502 40	4047 00	44 50	1316 73	7987 13	.....	7987 13
North Loup.....	85 73	1636 25	.....	108 79	333 33	2164 10	.....	2164 10
North Platte.....	36 80	11,603 79	3174 50	.....	5 89	14,820 98	.....	14,820 98
Oak.....	51 80	704 45	.....	.....	189 55	945 80	1960 00	2905 80
Odell.....	545 14	1503 00	500 00	72 85	13 91	2634 90	1140 00	3774 90
Ohioa.....	677 50	1225 00	1039 15	21 00	10 72	3033 37	.....	3033 37
Orleans.....	1348 28	2356 09	500 00	3 00	.....	4207 37	.....	4207 37
Palmyra.....	120 79	1428 62	.....	75 55	.....	1624 96	.....	1624 96
Pierce.....	855 64	1679 97	1500 00	.....	.....	4035 61	.....	4035 61
Platte Center.....	304 76	843 73	1000 00	1 00	.....	2149 49	.....	2149 49
Ponca.....	1804 86	2936 11	1500 00	172 25	.....	6413 22	.....	6413 22
Randolph.....	2087 87	2400 38	1000 00	4 00	200 00	5692 25	2637 00	8329 25
Ravenna.....	1345 36	1869 24	.....	22 25	2021 15	5258 00	.....	5258 00
Raymond.....	73 52	614 98	.....	105 02	200 00	993 52	.....	993 52
Rising City.....	56 22	2742 02	.....	174 30	35 06	3007 60	.....	3007 60
Roseland.....	388 31	789 85	500 00	.....	4 00	1682 16	.....	1682 16
Rulo.....	376 34	1047 28	524 75	27 00	879 23	2854 60	.....	2854 60
Salem.....	4 78	1673 03	.....	.....	2 35	1680 16	.....	1680 16

Schuyler.....	1515 49	9379 11	4098 00	111 00	16 38	15,119 98	15,119 98
Scribner.....	1269 13	1734 59	2023 00	83 45	3 18	5113 35	5113 35
Seward.....	1296 46	8156 02	2007 00	140 15	10 00	11,609 63	11,609 63
South Omaha.....	31,036 08	3947 44	48981 60	16 14	316 04	84,197 30	84,197 30
Steele City.....	683 96	1900 50	500 00	49 70	.....	3134 16	3134 16
Sterling.....	167 86	3389 00	1069 00	83 87	136 89	4866 62	4866 62
Stockville.....	29 95	923 95	428 58	19 50	.....	1401 98	1401 98
Stromsburg.....	1 61	4463 25	.....	24 75	.....	4489 61	4489 61
Superior.....	233 20	8134 05	2543 25	415 00	26 31	11,351 81	11,351 81
Sutton.....	146 57	1275 27	2573 00	178 57	4345 35	8518 76	8518 76
Syracuse.....	2255 04	2842 85	1000 00	317 35	40 65	6455 89	6455 89
St. Paul.....	31 30	4708 69	2520 00	91 85	16 00	7367 84	7367 84
Tecumseh.....	3270 99	5949 18	1555 00	82 75	2 64	10,860 56	10,860 56
Tekamah.....	2012 92	2670 00	1510 00	35 77	675 21	6903 90	6903 90
Ulysses.....	101 23	454 08	.....	80 10	2378 78	3014 19	3014 19
Wahoo.....	2780 00	5659 32	4522 00	299 70	2387 50	15,648 52	15,648 52
Wakefield.....	214 71	2129 73	.....	65 34	.....	2409 78	2409 78
Waterloo.....	25 42	1047 99	500 00	.....	2 00	1575 41	1575 41
Wayne.....	2139 13	4984 00	1001 91	87 20	.....	8212 24	8212 24
Weeping Water.....	495 61	5716 62	500 00	212 75	124 50	7049 48	7049 48
West Lincoln.....	848 96	627 00	500 00	.....	.....	1975 96	1975 96
Wilber.....	3463 56	1875 00	2900 00	.....	.....	8138 56	8138 56
Wilcox.....	462 38	1046 49	500 00	14 50	.....	2023 37	2023 37
Wood River.....	1093 00	3285 00	1025 00	27 00	.....	5430 00	5430 00
York.....	104 19	11,821 71	.....	289 26	1514 99	13,730 15	13,730 15

Central City	4619 38	280 00	235 66	1000 00	.....	.....	315 49	6170 53	.....	13 18	.....	2286 62	6170 53
Chadron	3991 00	102 00	180 15	1002 96	.....	412 59	1092 40	6366 36	.....	350 00	7 52	8666 16	8666 16
Clarks	2489 00	700 00	1000 00	41 11	.....	67 36	532 43	3757 28	.....	.....	548 92	4114 80	4114 80
Columbus	6475 00	1100 00	1000 00	1000 00	.....	115 59	.....	10,342 36	.....	.....	95 13	10,891 28	10,891 28
Chester	945 00	630 00	100 00	50 00	.....	277 35	353 00	2298 59	.....	.....	109 43	2388 72	2388 72
Cortland	1674 00	.....	175 70	.....	.....	206 62	171 67	2298 72	.....	180 00	102 69	2588 15	2588 15
Cozad	1890 00	.....	243 27	156 84	.....	137 16	.....	2496 73	.....	1075 00	3489 79	3674 42	3674 42
Crete	7800 00	620 00	625 66	100 00	.....	128 39	852 40	10,135 22	.....	.....	918 87	13,625 01	13,625 01
Creighton	2015 00	137 00	101 85	602 95	.....	159 74	42 16	3027 35	.....	.....	918 87	3946 22	3946 22
Culbertson	2265 00	280 00	143 80	531 05	.....	16 31	911 22	4290 81	.....	.....	487 63	4778 44	4778 44
Davenport	1890 00	35 00	153 73	.....	.....	28 00	137 34	2313 38	.....	.....	131 42	2444 80	2444 80
David City	5500 00	585 00	590 56	269 96	.....	149 75	710 43	7683 95	.....	.....	4625 86	12,309 81	12,309 81
Decatur	1305 00	65 00	65 00	.....	.....	55 55	.....	1654 75	.....	.....	242 16	1896 91	1896 91
De Witt	2220 50	205 00	251 00	.....	.....	52 91	422 02	3154 07	.....	.....	429 69	3583 76	3583 76
Dorchester	2000 00	140 00	143 70	211 90	.....	110 00	.....	2813 41	.....	9770 87	200 81	12,785 09	12,785 09
Edgar	4292 86	362 75	245 43	155 82	.....	107 85	403 63	5570 49	.....	1839 50	271 67	7681 66	7681 66
Elm Creek	1422 60	300 00	300 00	356 43	.....	107 85	217 46	2704 34	.....	.....	.....	2704 34	2704 34
Ewing	1575 00	108 00	137 12	4 10	.....	66 08	146 37	2036 67	.....	.....	.....	2516 28	2516 28
Exeter	2970 00	300 00	200 00	248 05	.....	134 20	79 90	3932 15	.....	.....	665 75	4597 90	4597 90
Fairbury	6735 00	225 00	500 00	75 00	.....	892 05	.....	8427 05	.....	5955 00	864 28	15,246 33	15,246 33
Fairfield	2970 00	180 00	196 10	27 85	.....	257 63	478 51	4110 09	.....	166 20	450 40	4560 49	4560 49
Falls City	4837 55	630 00	331 30	185 23	.....	184 00	350 01	7618 09	.....	.....	5618 49	13,402 78	13,402 78
Farmont	3302 50	423 00	150 00	47 44	.....	.....	643 99	4566 93	.....	.....	97 97	4664 90	4664 90
Franklin	1755 00	61 50	123 85	145 50	.....	141 61	118 63	2346 09	.....	.....	837 91	3184 00	3184 00
Fremont	14,080 00	1852 75	1339 00	512 00	.....	1172 00	5825 88	26,131 63	.....	1750 00	13,647 55	41,529 18	41,529 18
Friend	3350 00	200 00	154 22	200 00	.....	100 00	.....	4004 22	.....	.....	1110 73	5114 95	5114 95
Fullerton	2240 44	162 00	.....	909 32	.....	.....	168 60	3480 36	.....	.....	211 22	3691 58	3691 58
Geneva	43 4 16	225 00	350 00	119 91	.....	305 58	969 22	6343 87	.....	.....	502 14	6846 01	6846 01
Genoa	1725 00	135 00	117 44	1452 12	.....	45 00	226 86	3751 42	.....	.....	23 79	3775 21	3775 21
Gibson	2130 00	180 00	128 50	40 47	.....	64 43	37 65	2581 05	.....	.....	66 51	2647 56	2647 56
Grafton	1430 00	215 00	147 05	106 15	.....	25 00	85 61	2033 81	.....	.....	1483 36	3517 17	3517 17
Grand Island	18,648 98	2730 15	1853 75	2040 75	.....	917 16	2284 66	30,475 45	.....	3246 42	13,975 46	47,697 33	47,697 33
Greenwood	1855 00	117 00	101 03	75 75	.....	164 57	.....	2313 35	.....	120 00	480 55	2913 90	2913 90
Hardy	1305 75	90 00	142 18	.....	.....	57 91	.....	1645 84	.....	.....	1226 51	2872 35	2872 35
Hartington	2160 00	300 00	246 91	400 06	.....	211 82	174 30	3493 09	.....	.....	494 85	3387 94	3387 94
Harvard	4918 00	270 00	261 00	75 00	.....	412 57	.....	5636 57	.....	.....	2164 33	8100 90	8100 90

TABLE NO. 21.—Continued.

Graded Schools—Expenditures and Purposes for Which Made for Year Ending July 13, 1891.

TOWNS.	AMOUNT PAID FOR						Total Current Expenses.	Amount Paid For New Buildings, Sites, Bonds, and Interest.	Amount Now in Treasury.	Total For the Year.
	Teachers' Salaries.	Supervision.	Janitors.	Fuel.	Repairs.	Supplies.	Other Expenses.			
Hastings	12,620 03	1600 00	1152 70	1385 56	1562 97	422 95	1800 76	1984 50	13,394 85	35,924 32
Hebron	4476 25	.....	591 67	468 15	433 69	615 89	483 29	1217 00	41 44	8327 38
Holdrege	4420 00	1250 00	540 00	930 00	210 00	740 00	128 26	14,700 00	2075 00	24,993 26
Hooper	2330 00	.....	.....	161 85	526 48	42 50	.....	.....	2041 29	5102 12
Humboldt	3655 00	.....	342 50	525 00	300 00	100 00	623 76	9274 87	12 41	14,833 54
Indianola	1961 83	.....	161 40	215 04	100 00	.....	534 26	.....	196 51	3169 04
Junata	2250 00	.....	153 00	137 60	.....	210 40	5 41	.....	925 66	3682 07
Kearney	13,905 77	1600 00	1560 50	1166 36	3605 02	2070 00	.....	.....	7640 00	31,547 65
Kenesaw	1395 00	.....	99 00	147 30	109 00	34 92	75 90	.....	306 39	2167 51
Lexington	5050 00	.....	300 00	250 00	400 00	200 00	855 27	2360 25	10,721 34	20,136 86
Liberty	1257 23	40 00	60 00	79 26	32 15	42 50	.....	.....	46 94	1558 08
Lincoln	57,450 56	2600 00	4876 56	3598 41	3660 85	6534 98	4022 16	23,411 28	35,185 10	147,339 90
Long Pine	1397 44	.....	180 00	223 70	188 72	21 95	346 19	.....	239 97	2617 97
Louisville	1755 00	.....	88 00	183 00	103 40	117 05	292 02	.....	2245 95	4784 42
Loup City	1980 00	.....	137 00	128 65	98 60	16 70	238 45	.....	3292 55	5891 95
Lyons	1755 00	.....	220 00	161 20	42 55	129 99	86 15	.....	1011 28	3406 17
Madison	2336 63	.....	.....	409 19	74 36	154 16	465 97	.....	522 31	4562 62
McCook .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mead	1305 00	.....	80 75	94 54	39 85	14 67	35 75	.....	1570 56	1570 56
Milford	1935 00	800 00	315 00	228 80	62 80	182 95	215 37	37 85	538 95	4316 72
Minden	3627 25	292 21	300 00	307 85	135 00	84 70	.....	4647 01	316 06	4963 07

Nebraska City	12,700 50	1405 54	...	400 00	2037 86	209 48	3045 20	19,798 58	1200 00	9698 19	30,696 77
Neligh	3681 00	...	405 00	289 45	397 51	...	...	4772 96	...	1657 22	6430 18
Nelson	3060 00	...	135 00	108 80	700 00	...	...	4003 80	...	474 34	4478 14
Norfolk	6626 85	...	663 00	1148 08	68 92	1185 89	2730 73	12,423 47	17,820 77	4309 31	34,553 55
North Bend	3611 00	...	250 00	240 02	140 00	129 00	188 02	4553 04	...	2076 50	6634 54
North Loup	1584 87	...	129 36	156 85	275 00	...	337 09	2483 17	...	84 75	2567 92
North Platte	8411 43	...	757 50	917 18	519 52	252 18	1001 01	11,858 82	...	36 80	11,895 62
Oakdale	1890 00	...	180 00	175 85	67 12	118 73	39 00	2470 70	...	311 39	2782 09
Oakland	2242 00	50 00	207 50	322 42	78 75	210 20	175 60	3286 47	12,795 10	431 20	16,512 77
Odell	1845 00	...	...	200 00	217 73	...	...	2262 73	...	545 24	2807 97
Omaha	2025 00	34 00	162 50	128 05	101 60	212 94	...	2664 09	...	677 50	3341 59
Omaha	215,191 08	3600 00	32,674 21	12,233 81	16,625 05	1444 87	47,684 51	32,453 53	27,122 58	93,680 52	450,236 63
O'Neill	2925 00	...	420 00	321 90	38 75	65	754 05	4460 35	...	1550 26	6010 61
Ord	2250 00	900 00	300 00	...	288 34	413 38	175 00	3726 55	...	288 73	4615 45
Orleans	2735 00	...	400 00	179 65	5 25	406 65	...	3726 55	...	1348 28	5074 83
Oseola	2735 00	...	185 40	226 62	92 91	113 18	...	3353 11	...	...	3353 11
Oxford	1540 00	90 00	125 00	100 00	269 81	266 73	...	2043 46	357 50	141 19	2542 15
Papillion	1620 00	900 00	100 00	279 00	438 12	184 71	215 00	3204 81	...	1524 04	4738 85
Pawnee City	4491 25	...	315 00	279 00	...	...	478 07	6186 15	...	2085 46	8271 61
Plainview	1700 40	...	...	1015 97	...	755 58	140 00	3611 95	...	...	3611 95
Plattsmouth	9009 68	2867 82	854 75	656 07	445 18	1309 23	...	15,142 73	...	1812 42	16,955 15
Ponca	3887 50	361 75	319 50	92 75	144 11	239 10	...	5044 71	...	1804 86	6849 57
Ravenna	2170 00	...	270 00	183 20	44 05	200 38	...	2867 63	...	1345 36	4212 99
Red Cloud	4653 21	...	491 65	507 54	...	544 50	407 51	6804 41	...	419 13	7023 54
Reynolds	905 00	...	67 50	82 98	...	27 44	...	1082 92	...	1193 61	2276 53
Riverton	1305 00	...	72 00	96 00	20 00	125 00	595 72	2213 72	...	630 64	2844 36
Rulo	1865 00	...	100 00	98 75	...	...	128 05	2191 80	...	376 34	2568 14
St. Paul	2198 85	...	381 00	503 35	771 75	205 10	263 03	4323 08	1520 00	1000 00	6843 08
Schuyler	5965 00	1350 00	715 52	636 20	1197 33	105 11	634 55	10,603 71	...	1506 24	12,109 95
Scribner	2250 00	...	176 85	181 65	100 00	66 20	60 00	2834 70	4036 50	1269 13	8140 33
Seward	6580 00	...	...	468 83	...	153 93	1300 61	8503 37	1841 92	1296 46	11,641 75
Shelton	2230 00	...	300 00	...	150 00	...	747 45	3427 45	...	2290 79	5718 24
Sidney	2299 69	...	315 00	428 66	...	367 25	211 83	3622 43	...	4 97	3627 40
South Omaha	13,199 18	1614 80	2642 55	1133 92	416 30	1663 16	1348 69	22,018 60	13,236 42	31,036 08	66,291 10
Stanton	2475 00	...	135 00	...	491 82	...	...	3101 82	2333 01	2686 49	8121 32
Sterling	1777 50	268 50	75 00	125 00	...	...	300 00	2546 00	8500 00	167 86	11,213 86

TABLE NO. 21.—Continued.

Graded Schools—Expenditures and Purposes for Which Made for Year Ending July 13, 1891.

TOWNS.	AMOUNT PAID FOR							Total Current Expenses.	Amount Paid For New Buildings, Sites, Bonds, and Interest.	Amount Now in Treasury.	Total For the Year.
	Teachers' Salaries.	Supervision.	Janitors.	Fuel.	Repairs.	Supplies.	Other Expenses.				
Stromsburg	2411 56	.....	363 25	299 55	117 70	139 02	20 48	3351 56	.....	1 61	3353 17
Superior	5049 78	.....	775 00	321 45	7 50	1174 80	532 41	7860 94	1069 55	233 20	9163 69
Sutton	3870 00	1300 00	100 00	100 00	50 00	.....	800 00	6220 00	.....	16 00	6236 00
Syracuse	2565 00	.....	315 00	250 00	389 35	250 00	524 08	4293 43	.....	2255 04	6548 47
Table Rock	1710 00	.....	122 26	142 60	137 42	92 70	70 95	2275 87	.....	149 73	2425 00
Tecumseh	4640 00	.....	407 81	256 20	172 60	137 50	396 64	6010 75	.....	3270 99	9281 74
Tekamah	3835 00	.....	452 00	365 00	188 00	279 98	565 27	5685 25	.....	2012 92	7698 17
Tobias	2800 00	.....	150 00	.....	417 67	5 04	5 28	3377 99	.....	235 74	3613 73
Trenton .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ulysses	2235 00	.....	135 00	116 42	.....	.....	.....	2546 42	.....	101 23	2647 65
Utica	1530 00	.....	90 00	97 55	166 58	16 45	.....	1900 58	.....	1326 86	3227 44
Valparaiso	2019 22	.....	108 10	183 65	157 25	104 48	67 76	2640 46	.....	164 60	2805 06
Wahoo	5365 00	1200 00	500 00	500 00	528 49	261 32	722 00	9076 81	5022 95	2770 95	16,870 71
Wakefield	1470 00	.....	90 00	144 77	20 00	204 25	.....	1929 02	.....	215 40	2144 42
Wayne	3057 15	.....	360 00	851 87	702 81	.....	.....	4971 83	.....	2139 13	7110 96
Weeping Water	4717 97	.....	390 05	425 00	1,807 68	482 25	458 50	8281 45	.....	495 61	8777 06
West Point	4149 43	.....	420 00	525 00	245 07	199 04	701 58	6240 12	.....	4879 47	11,119 59
Wilber	4391 25	.....	385 00	228 90	167 02	356 21	253 70	5782 08	.....	3463 56	9245 64
Wisner	2187 50	.....	300 00	100 00	231 64	.....	979 00	3798 14	.....	426 61	4224 75
Wood River	2475 00	80 00	180 00	187 02	54 15	252 69	146 20	3375 06	605 00	1093 00	5073 06
Wymore	5130 00	1200 00	600 00	400 00	.....	300 00	.....	7630 00	7000 00	1532 07	16,162 07
York	6239 22	1200 00	581 85	665 30	270 14	685 17	3529 81	13,171 49	.....	104 19	13,275 68

TABLE NO. 22.
Graded Schools—Expenditures and Purposes for Which Made for the Year Ending July 11, 1892.

TOWNS.	AMOUNT PAID FOR						Total Current Expenses.	Amount Paid For New Buildings, Bonds, and Interest.	Amount Now in Treasury.	Total For the Year.
	Superintendent (or Principal)	Other Teachers.	Janitors.	Fuel and Repairs.	Supplies.	Other Expenses.				
Totals.....	\$105,274 61	\$339,701 20	\$42,711 00	\$68,424 51	\$59,812 51	\$88,060 89	\$703,984 96	\$126,108 64	\$178,750 19	\$1,008,843 69
Albion.....	900 00	2,012 50	385 00	381 66	.....	2,092 07	5,771 23	.....	88 48	5,859 71
Alliance.....	900 00	1,215 00	135 00	420 00	338 06	341 43	3,349 49	1,013 30	2,420 70	6,783 49
Arlington.....	810 00	1,215 00	180 00	209 08	15 75	396 45	2,826 28	.....	887 65	3,713 93
Ashland.....	1,100 00	5,344 90	575 00	1,931 50	1,440 00	928 44	11,319 84	.....	664 28	11,984 12
Atkinson.....	810 00	1,470 00	168 00	329 73	500 59	477 49	3,755 81	.....	309 72	4,065 53
Auburn.....	1,052 22	3,008 16	338 17	240 60	.....	576 48	5,215 63	.....	118 64	5,334 27
Beatrice.....	1,749 89	20,090 00	2,142 00	2,226 20	.....	11,762 47	37,970 66	15,450 00	5,125 10	58,545 76
Beaver City.....	720 00	1,605 41	180 00	360 00	.....	419 28	3,284 69	.....	129 18	3,413 87
Bennett.....	540 00	630 00	117 00	116 15	150 89	84 15	1,638 19	.....	17 16	1,655 35
Blair.....	1,200 00	6,455 00	980 00	1,297 83	1,004 92	925 86	11,863 61	701 90	5,716 54	18,282 05
Blue Hill.....	902 50	1,520 00	237 50	344 53	487 11	402 85	3,894 49	.....	711 43	4,605 92
Boelus.....	540 00	360 00	.....	104 59	112 82	.....	1,117 41	.....	578 57	1,695 98
Brainard.....	600 00	400 00	.....	287 20	20 00	153 75	1,460 95	.....	1,810 55	3,271 50
Broken Bow.....	900 00	3,245 00	282 00	740 51	1,510 53	180 44	6,858 48	635 55	487 80	7,981 83
Calhoun.....	675 00	720 00	67 50	209 67	629 14	30 40	2,331 71	.....	50 74	2,382 45
Cedar Rapids.....	690 00	1,125 00	180 00	545 63	200 00	630 21	3,370 84	.....	294 75	3,665 59
Central City.....	900 00	4,404 04	476 04	1,301 23	331 06	87 56	7,500 33	.....	1 63	7,501 96
Chadron.....	1,200 00	3,515 00	300 00	1,075 36	734 11	930 73	7,755 10	.....	3,423 80	11,178 90
Clarks.....	785 00	1,815 00	114 00	311 95	.....	380 27	3,406 22	.....	140 90	3,547 12
Clay Center.....	1,005 00	710 00	63 00	133 15	25 47	39 83	1,976 45	.....	21 56	1,998 01
Cook.....	450 00	325 00	.....	92 91	.....	526 94	1,394 85	140 70	291 12	1,826 67

TABLE NO. 22.—Continued.
Graded Schools—Expenditures and Purposes for Which Made for the Year Ending July 11, 1892.

TOWNS.	AMOUNT PAID FOR						Total Current Expenses.	Amount Paid For New Buildings, Bonds, and Interest.	Amount Now in Treasury.	Total For the Year.
	Superintendent (or Principal).	Other Teachers.	Janitors.	Fuel and Repairs.	Supplies.	Other Expenses.				
Cortland.....	595 00	1,089 00	100 00	215 50	56 85	28 85	2,085 20	.....	334 33	2,419 53
Covington.....	675 00	405 00	180 00	625 87	1,218 57	1,940 65	5,045 09	9,260 74	8,639 97	22,945 80
Crab Orchard.....	.....	893 07	.....	98 70	17 55	33 00	1,042 32	.....	39 20	1,081 52
Craig.....	540 00	720 00	90 00	147 30	21 92	526 68	2,045 90	.....	94 49	2,140 39
Crawford.....	855 00	2,160 00	437 50	406 82	993 28	549 53	5,402 13	5,966 34	681 72	12,050 19
Creighton.....	900 00	1,501 25	165 75	221 80	868 52	181 45	3,838 77	.....	948 29	4,787 06
Culbertson.....	850 00	1,572 50	262 75	289 23	170 40	103 68	3,248 56	.....	1,528 02	4,776 58
Curtis.....	600 00	687 50	87 50	114 65	281 54	314 85	2,086 04	.....	805 17	2,891 21
Dannebrog.....	468 00	342 00	45 00	49 15	125 99	46 80	1,076 94	.....	1,062 19	2,139 13
David City.....	1,000 00	4,400 00	540 00	1,136 98	686 09	1,569 27	9,342 34	.....	4,908 13	14,250 47
Decatur.....	585 00	1,072 00	87 53	414 51	215 06	148 71	2,522 81	.....	79 05	2,601 86
DeWitt.....	675 00	1,785 00	200 00	530 61	575 02	166 15	3,931 78	.....	695 42	4,627 20
Diller.....	450 00	565 00	.....	69 95	223 55	148 35	1,456 85	.....	68 01	1,524 86
Dodge.....	800 00	1,151 25	80 00	341 70	688 75	592 30	3,634 00	.....	903 90	4,537 90
Dorchester.....	800 00	1,200 00	173 00	228 55	417 33	334 85	3,153 73	26 60	68 48	3,248 81
Douglas.....	450 00	315 00	.....	45 85	5 45	6 31	822 61	.....	.....	822 61
Dubois.....	698 00	377 00	22 00	47 90	10 71	118 10	1,273 71	36 67	118 00	1,428 38
Edgar.....	1,100 00	2,970 00	363 00	464 76	369 77	169 74	5,437 27	5,531 99	.....	10,969 26
Elk Creek.....	450 00	321 88	34 50	72 05	24 45	6 75	909 63	.....	79 73	989 36
Elmwood.....	425 00	315 00	36 00	99 05	22 75	219 93	1,127 73	.....	714 94	1,842 67
Elwood.....	540 00	360 00	45 00	115 00	50 00	30 00	1,140 00	1,369 60	80 00	2,589 60
Emerson.....	585 00	315 00	.....	247 95	246 13	237 39	1,631 47	.....	1,605 54	3,237 01

Endicott.....	562 50	285 00	90 00	421 02	80 16	79 08	1 517 76	.....	24	1 518 00
Ewing.....	700 00	927 50	116 80	364 64	394 92	.....	2 503 86	.....	17 55	2 521 41
Fairbury.....	1 200 00	6 165 00	820 00	750 00	1 900 00	314 69	11 149 69	.....	1 372 27	12 521 96
Fairfield.....	900 00	2 160 00	267 00	388 21	793 00	523 96	5 032 17	.....	13 86	5 046 03
Fairmont.....	807 75	2 808 50	303 00	428 77	862 34	470 71	5 681 07	531 00	493 14	6 705 21
Firth.....	675 00	450 00	.....	201 30	79 34	46 24	1 451 88	.....	703 71	2 155 59
Franklin.....	720 00	1 015 00	61 50	139 45	472 22	25 00	2 433 17	.....	382 87	2 816 04
Fremont.....	1 350 00	15 851 62	2 258 50	3 460 22	4 922 17	1 558 74	29 401 25	1 750 00	8 000 00	39 151 25
Friend.....	900 00	2 500 00	.....	426 06	455 66	411 29	4 693 01	.....	1 240 83	5 933 84
Fullerton.....	900 00	1 890 00	135 00	550 00	500 00	387 39	4 362 39	1 000 00	629 68	5 992 07
Geneva.....	1 222 23	3 745 00	315 00	685 00	1 365 18	2 418 34	9 750 75	.....	103 81	9 854 56
Gering.....	210 00	46 87	.....	29 50	.....	16 25	302 62	64 25	98 28	465 15
Gibbon.....	900 00	1 215 00	180 00	171 71	52 84	207 00	2 726 55	.....	267 77	2 994 32
Grafton.....	1 020 00	1 240 00	231 25	321 20	183 29	215 00	3 210 74	.....	637 72	3 848 46
Grand Island.....	2 000 00	20 101 87	2 782 00	3 311 39	2 443 60	3 467 56	34 106 42	3 247 57	14 313 01	51 667 00
Greeley Ctr.....	675 00	1 215 00	108 00	800 00	300 00	785 11	3 883 11	.....	150 12	4 033 23
Hastings.....	1 600 00	12 675 00	1 242 75	2 114 19	2 949 15	1 118 42	21 699 51	17 618 21	8 130 80	47 448 52
Hebron.....	1 000 00	3 836 62	611 00	1 074 50	190 19	1 174 34	7 886 65	.....	39 39	7 926 04
Hickman.....	630 00	756 00	.....	82 60	.....	344 55	1 813 15	.....	153 72	1 966 87
Holdrege.....	1 250 00	4 561 25	575 00	1 006 36	1 007 27	74 20	8 474 08	426 50	2 255 40	11 155 98
Hooper.....	1 000 00	1 350 00	100 00	245 00	536 37	209 50	3 440 87	.....	502 65	3 943 52
Humboldt.....	1 000 00	2 700 00	343 50	1 481 36	67 40	1 894 81	7 487 07	.....	4 46	7 491 53
Humphrey.....	540 00	360 00	84 00	133 50	2 16	25 61	1 145 27	1 160 40	1 305 03	3 610 70
Johnstown.....	450 15	270 00	.....	147 40	99 84	.....	967 39	.....	261 78	1 239 17
Kearney.....	1 600 00	14 545 00	2 323 00	2 115 55	622 00	4 154 07	25 359 62	.....	7 082 72	32 442 34
Liberty.....	495 00	1 347 90	60 00	83 04	77 52	40 00	2 103 46	.....	54 30	2 157 76
Louisville.....	675 00	1 080 00	90 00	249 35	648 92	11 85	2 755 12	.....	3 046 32	5 801 44
Lyons.....	900 00	1 080 00	225 00	280 76	238 07	214 65	2 938 48	.....	801 30	3 739 78
Madison.....	810 00	2 365 00	345 45	652 46	317 09	167 16	4 657 16	.....	.....	4 657 16
McCool Jnc't.....	312 50	247 50	.....	173 39	147 68	82 68	963 75	.....	103 19	1 066 94
Mead.....	585 00	832 50	72 00	117 06	24 99	.....	1 631 55	.....	243 09	1 874 64
Millard.....	900 00	993 75	100 00	146 30	140 10	220 95	2 501 10	.....	5 707 61	8 208 71
Milligan.....	600 00	350 00	.....	56 20	249 21	270 00	1 525 41	.....	1 609 22	3 134 63
Minden.....	1 000 00	3 195 00	300 00	217 45	465 15	1 395 55	6 573 15	.....	2 310 42	8 883 57
Nebraska City.....	1 500 00	14 906 25	1 820 00	2 001 03	2 472 41	612 02	23 311 71	2 411 02	7 797 56	33 520 29
Nelson.....	900 00	2 085 00	17 50	919 25	163 00	270 00	4 354 75	17 176 28	331 81	21 862 84

TABLE NO. 20.—*Continued.*
 Graded Schools—Receipts and Sources of Same for Year Ending July 11, 1892.

TOWNS.	Balance from Last Year.	Amount Derived from State Fund and Local Taxation.	Amount Derived from Fines and Licenses.	Amount Derived from Tuition.	Amount Derived from Other Sources.	Total Receipts for Current Ex- penses.	Amount Received from Sale of Bonds.	Total Receipts for the Year.
Nemaha City	4 32	1504 97	.....	24 00	151 68	1684 97	.....	1684 97
Newman Grove	1786 36	1563 40	510 00	1 25	56 48	3920 49	.....	3920 49
Niobrara	701 42	853 36	2310 00	.....	12 00	3876 78	.....	3876 78
Norfolk	4309 31	14,931 41	5953 00	104 50	.....	25,298 22	.....	25,298 22
North Bend	2076 50	502 40	4047 00	44 50	1316 73	7987 13	.....	7987 13
North Loup	85 73	1636 25	.....	108 79	333 33	2164 10	.....	2164 10
North Platte	36 80	11,603 79	3174 50	.....	5 89	14,820 98	.....	14,820 98
Oak	51 80	704 45	.....	.....	189 55	945 80	1960 00	2905 80
Odell	545 14	1503 00	500 00	72 85	13 91	2634 90	1140 00	3774 90
Ohioa	677 50	1225 00	1099 15	21 00	10 72	3033 37	.....	3033 37
Orleans	1348 28	2356 09	500 00	3 00	.....	4207 37	.....	4207 37
Palmyra	120 79	1428 62	.....	75 55	.....	1624 96	.....	1624 96
Pierce	855 64	1679 97	1500 00	.....	.....	4035 61	.....	4035 61
Platte Center	304 76	843 73	1000 00	1 00	.....	2149 49	.....	2149 49
Ponca	1804 86	2936 11	1500 00	172 25	.....	6413 22	.....	6413 22
Randolph	2087 87	2400 38	1000 00	4 00	200 00	5692 25	2637 00	8329 25
Ravenna	1345 36	1869 24	.....	22 25	2021 15	5258 00	.....	5258 00
Raymond	73 52	614 98	.....	105 02	200 00	983 52	.....	983 52
Rising City	56 22	2742 02	.....	174 30	35 06	3007 60	.....	3007 60
Roseland	388 31	789 85	500 00	.....	4 00	1682 16	.....	1682 16
Rulo	376 34	1047 28	524 75	27 00	879 23	2854 60	.....	2854 60
Salem	4 78	1673 03	.....	.....	2 35	1680 16	.....	1680 16

Schuyler.....	1515 49	9379 11	4098 00	111 00	16 38	15,119 98	15,119 98
Scribner.....	1269 13	1734 59	2023 00	83 45	3 18	5113 35	5113 35
Seward.....	1296 46	8156 42	2007 00	140 15	10 00	11,609 63	11,609 63
South Omaha.....	31,036 08	3947 04	48881 60	16 14	316 04	84,197 30	84,197 30
Steele City.....	683 96	1900 50	500 00	49 70	.....	3134 16	3134 16
Sterling.....	167 86	3389 00	1089 00	83 87	136 89	4866 62	4866 62
Stockville.....	29 95	923 95	428 58	19 50	.....	1401 98	1401 98
Stromsburg.....	1 61	4463 25	.....	24 75	.....	4489 61	4489 61
Superior.....	233 20	8134 05	2543 25	415 00	26 31	11,351 81	11,351 81
Sutton.....	146 57	1275 27	2573 00	178 57	4345 35	8518 76	8518 76
Syracuse.....	2255 04	2842 85	1000 00	317 35	40 65	6455 89	6455 89
St. Paul.....	31 30	4708 69	2520 00	91 85	16 00	7367 84	7367 84
Tecumseh.....	3270 99	5949 18	1555 00	82 75	2 64	10,860 56	10,860 56
Takamah.....	2012 92	2670 00	1510 00	35 77	675 21	6903 90	6903 90
Ulysses.....	101 23	454 08	.....	80 10	2378 78	3014 19	3014 19
Wahoo.....	2780 00	5659 32	4522 00	299 70	2387 50	15,648 52	15,648 52
Wakefield.....	214 71	2129 73	.....	65 34	.....	2409 78	2409 78
Waterloo.....	25 42	1047 99	500 00	.....	2 00	1575 41	1575 41
Wayne.....	2139 13	4984 00	1001 91	87 20	.....	8212 24	8212 24
Weeping Water.....	495 61	5716 62	500 00	212 75	124 50	7049 48	7049 48
West Lincoln.....	848 96	627 00	500 00	.....	.....	1975 96	1975 96
Wilber.....	3463 56	1875 00	2800 00	.....	.....	8138 56	8138 56
Wilcox.....	462 38	1046 49	500 00	14 50	.....	2023 37	2023 37
Wood River.....	1083 00	3285 00	1025 00	27 00	.....	5430 00	5430 00
York.....	104 19	11,821 71	.....	289 26	1514 99	13,730 15	13,730 15

TABLE NO. 21.

Graded Schools—Expenditures and Purposes for Which Made for Year Ending July 13, 1891.

TOWNS.	AMOUNT PAID FOR						Total Current Expenses.	Amount Paid For New Buildings, and Interest.	Amount Now in Treasury.	Total For the Year.
	Teachers' Salaries.	Supervision.	Janitors.	Fuel.	Repairs.	Supplies.	Other Ex-penses.			
Total for state.	753,192 25	37,205 62	81,623 00	56,390 66	64,995 23	40,826 98	107,847 28	1,142,081 02	194,391 67	356,715 74
Ainsworth	2050 00	.....	180 00	140 00	203 72	103 95	156 15	2833 82	1392 18	4226 00
Albion	3085 00	.....	385 00	379 80	298 84	777 36	170 45	5096 45	369 54	5465 99
Alma	3116 00	.....	180 00	260 83	56 00	318 23	.....	3931 06	112 24	4043 30
Arapahoe	2967 61	.....	.....	150 00	805 37	.....	276 04	4199 02	392 92	4591 94
Arlington	1900 00	.....	142 50	110 00	.....	30 00	9 14	2191 64	1113 79	3305 43
Ashland	5950 00	.....	540 00	433 82	.....	.....	.....	6923 82	28 40	6952 22
Atkinson	2485 75	.....	167 00	180 05	179 32	46 43	93 71	3152 26	291 28	3978 79
Auburn	935 26	1000 00	408 00	.....	.....	.....	852 91	3196 17	64 44	3260 61
Aurora	5457 50	.....	687 85	396 75	.....	.....	1512 15	8024 25	518 50	8542 75
Beatrice	19,755 00	1600 00	1860 00	.....	3083 00	3241 80	.....	29,549 80	8999 04	42,166 04
Beaver City	1960 00	.....	100 00	200 00	205 00	40 00	574 20	3079 20	134 87	3214 07
Blair	6236 25	1200 00	834 75	351 75	.....	1004 11	700 00	10,326 86	4037 58	14,364 44
Bloomington	2565 00	.....	101 00	160 00	31 05	233 90	98 05	3189 00	640 32	3829 32
Blue Hill	2185 00	.....	237 50	192 20	325 08	93 90	.....	3033 68	1675 81	6019 49
Blue Springs	2455 00	.....	174 00	183 75	70 00	10 00	1468 10	4360 85	46 01	4406 86
Bradshaw	1190 00	.....	.....	128 25	2762 06	89 00	768 69	4938 00	66 33	5004 33
Broken Bow	4281 00	.....	744 12	1000 00	1000 00	.....	.....	7025 12	312 55	7337 67
Brownville	1190 00	.....	100 00	.....	136 38	.....	.....	1426 38	670 62	2697 00
Carleton	1620 00	81 10	135 00	108 10	26 40	73 74	57 25	2101 59	.....	3117 59
Cambridge	1794 10	.....	.....	368 38	.....	.....	415 25	2567 73	7649 00	2644 22

Central City.....	4619 38	.....	235 66	1000 00	.....	6170 53	.....	2286 62	6170 53
Chadron.....	3991 00	.....	180 15	1002 96	.....	6366 36	13 18	7 52	8666 16
Clarks.....	2489 00	.....	100 00	41 11	412 59	3757 28	350 00	548 92	4114 80
Columbus.....	6475 00	1100 00	100 00	1000 00	67 36	10 342 36	.....	95 13	10 891 28
Chester.....	945 00	630 00	100 00	50 00	115 59	2293 59	.....	109 43	2388 72
Cotland.....	1674 00	.....	175 70	.....	277 35	2298 72	180 00	102 69	2588 15
Cozad.....	1890 00	.....	243 27	136 84	206 62	2496 73	1075 00	3489 79	3674 42
Crete.....	7800 00	.....	625 66	100 00	137 16	10 135 22	.....	918 87	13 625 01
Creighton.....	2015 00	.....	137 00	602 95	128 39	3027 35	.....	487 63	3946 22
Culbertson.....	2285 00	.....	280 00	531 05	159 74	4290 81	.....	131 42	4778 44
Davenport.....	1890 00	35 00	181 00	.....	137 34	2313 38	.....	4625 86	2444 80
David City.....	5500 00	.....	585 00	269 96	28 00	7683 95	.....	242 16	12 309 81
Decatur.....	1305 00	65 00	70 00	.....	149 75	1054 75	.....	429 69	1896 91
DeWitt.....	2220 50	.....	205 00	.....	55 55	3154 07	.....	200 81	3583 76
Dorchester.....	2000 00	264 90	140 00	211 90	52 91	2813 41	9770 87	271 67	12 785 09
Edgar.....	4292 86	.....	362 75	155 82	110 00	5570 49	1839 50	.....	7681 66
Elm Creek.....	1422 60	.....	300 00	356 43	107 85	2704 34	.....	.....	2704 34
Ewing.....	1575 00	.....	108 00	4 10	66 08	2086 67	.....	479 61	2516 28
Exeter.....	2970 00	.....	300 00	248 05	134 20	3832 15	.....	665 75	4697 90
Fairbury.....	6735 00	.....	500 00	75 00	892 05	8427 05	5955 00	864 28	15 246 33
Fairfield.....	2870 00	.....	196 10	27 85	257 63	4110 09	166 20	450 40	4560 49
Falls City.....	4837 55	1100 00	630 00	185 23	184 00	7618 09	.....	5618 49	13 402 78
Fairmont.....	3392 50	.....	150 00	47 44	.....	4566 93	.....	97 97	4684 90
Franklin.....	1755 00	.....	61 50	145 50	478 51	2346 09	.....	837 91	3184 00
Fremont.....	14 080 00	1350 00	1852 75	512 00	350 01	26 131 63	1750 00	13 647 55	41 529 18
Friend.....	3350 00	.....	200 00	200 00	5825 88	4004 22	.....	1110 73	5114 95
Fullerton.....	2240 44	.....	162 00	909 32	100 00	3480 36	.....	211 22	3691 58
Geneva.....	43 4 16	50 00	.....	119 91	305 58	6343 87	.....	502 14	6846 01
Genoa.....	1725 00	50 00	117 44	1452 12	45 00	3751 42	.....	232 79	3775 21
Gibbon.....	2130 00	.....	180 00	40 47	64 43	2581 05	.....	66 51	2647 56
Grafton.....	1430 00	25 00	147 05	106 15	25 00	2033 81	.....	1483 36	3517 17
Grand Island.....	18 648 98	2000 00	1853 75	2040 75	917 16	30 475 45	3246 42	13 975 46	47 687 33
Greenwood.....	1855 00	.....	117 00	75 75	164 57	2313 35	120 00	480 55	2913 90
Hardy.....	1305 75	50 00	90 00	.....	57 91	1045 84	.....	1226 51	2872 35
Hartington.....	2160 00	.....	300 00	400 06	211 82	3493 09	.....	494 85	3987 94
Harvard.....	4918 00	.....	261 00	75 00	412 57	5936 57	.....	2164 33	8100 90

TABLE NO. 21.—Continued.

Graded Schools—Expenditures and Purposes for Which Made for Year Ending July 13, 1891.

TOWNS.	AMOUNT PAID FOR						Total Current Expenses.	Amount Paid For New Buildings, Sites, Bonds, and Interest.	Amount Now in Treasury.	Total For the Year.
	Teachers' Salaries.	Supervision.	Janitors.	Fuel.	Repairs.	Supplies.	Other Expenses.			
Hastings.....	12,620 03	1600 00	1152 70	1385 56	1562 97	422 95	1800 76	1984 50	13,394 85	35,924 32
Hebron.....	4476 25	.....	591 67	468 15	433 69	615 89	483 29	1217 00	41 44	8327 38
Holdrege.....	4420 00	1250 00	540 00	930 00	210 00	740 00	128 26	14,700 00	2075 00	24,993 26
Hooper.....	2330 00	.....	.....	161 85	526 48	42 50	.....	.....	2041 29	5102 12
Humboldt.....	3655 00	.....	342 50	525 00	300 00	100 00	623 76	9274 87	12 41	14,833 54
Indianola.....	1961 83	.....	161 40	215 04	100 00	.....	534 26	.....	196 51	3169 04
Junietta.....	2250 00	.....	153 00	137 60	.....	210 40	5 41	.....	925 66	3682 07
Kearney.....	13,905 77	1600 00	1560 50	1166 36	3605 02	2070 00	.....	.....	7640 00	31,547 65
Kenesaw.....	1395 00	.....	99 00	147 30	109 00	34 92	75 90	.....	306 39	2167 51
Lexington.....	5050 00	.....	300 00	250 00	400 00	200 00	855 27	2360 25	10,721 34	20,136 86
Liberty.....	1257 23	40 00	60 00	79 26	32 15	42 50	.....	1511 14	46 94	1558 08
Lincoln.....	57,450 56	2600 00	4876 56	3598 41	3660 85	6534 98	4022 16	29,411 28	35,185 10	147,339 90
Long Pine.....	1397 44	.....	180 00	223 70	188 72	21 95	346 19	.....	259 97	2617 97
Louisville.....	1755 00	.....	88 00	183 00	103 40	117 05	2538 47	.....	2245 95	4784 42
Loup City.....	1980 00	.....	137 00	128 65	98 60	16 70	238 45	.....	3292 55	5891 95
Lyons.....	1755 00	.....	220 00	161 20	42 55	129 99	86 15	.....	1011 28	3406 17
Madison.....	2836 63	.....	.....	409 19	74 36	154 16	465 97	.....	522 31	4562 62
McCook.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mead.....	1305 00	.....	80 75	94 54	39 85	14 67	35 75	.....	.....	1570 56
Milford.....	1935 00	800 00	315 00	228 80	62 80	182 95	215 37	37 85	538 95	4316 72
Minden.....	3527 25	292 21	300 00	307 85	135 00	84 70	.....	4647 01	316 06	4963 07

Nebraska City	12,700 50	1405 54	.....	400 00	2037 86	209 48	3045 20	19,798 58	1200 00	9698 19	30,696 77
Neligh	3681 00	.....	405 00	289 45	397 51	.....	.....	4772 96	.....	1657 22	6430 18
Nelson	3060 00	.....	135 00	108 80	700 00	.....	.....	4003 80	.....	474 34	4478 14
Norfolk	6826 85	.....	663 00	1148 08	68 92	1185 89	2730 73	12,423 47	17,820 77	4309 31	34,553 55
North Bend	3611 00	.....	250 00	240 02	140 00	129 00	188 02	4558 04	.....	2076 50	6634 54
North Loup	1584 87	.....	129 36	156 85	275 00	.....	337 09	2483 17	.....	84 75	2567 92
North Platte	8411 43	.....	757 50	917 18	519 52	252 18	1001 01	11,858 82	.....	36 80	11,895 62
Oakdale	1890 00	.....	180 00	175 85	67 12	118 73	39 00	2470 70	.....	311 39	2782 09
Oakland	2242 00	50 00	207 50	322 42	78 75	210 20	175 60	3286 47	12,795 10	431 20	16,512 77
Odell	1845 00	.....	200 00	217 73	.....	.....	.....	2262 73	.....	545 24	2807 97
Ohioa	2025 00	34 00	162 50	128 05	101 60	212 94	.....	2664 09	.....	677 50	3341 59
Omaha	215,191 08	3600 00	32,674 21	12,233 81	16,625 05	1444 87	47,694 51	329,453 53	27,122 58	93,680 52	450,256 63
O'Neill	2925 00	.....	420 00	321 90	38 75	65	754 05	4460 35	.....	1550 26	6010 61
Ord	2250 00	900 00	300 00	.....	288 34	413 38	175 00	4326 72	.....	288 73	4615 45
Orleans	2735 00	.....	400 00	179 65	5 25	406 65	.....	3726 55	.....	1348 28	5074 83
Oseola	1620 00	.....	185 40	226 62	92 91	113 18	.....	3353 11	.....	.....	3353 11
Oxford	1540 00	90 00	125 00	21 73	.....	266 73	.....	2043 46	357 50	141 19	2542 15
Papillion	1620 00	900 00	100 00	100 00	269 81	.....	215 00	3204 81	.....	1524 04	4728 85
Pawnee City	4491 25	.....	315 00	279 00	438 12	184 71	478 07	6186 15	.....	2085 46	8271 61
Plainview	1700 40	.....	1015 97	1015 97	.....	755 58	140 00	3611 95	.....	.....	3611 95
Plattsmouth	9009 68	2867 82	854 75	656 07	445 18	1309 23	.....	15,142 73	.....	1812 42	16,955 15
Ponca	3887 50	361 75	319 50	92 75	144 11	239 10	.....	5044 71	.....	1804 86	6849 57
Ravenna	270 00	.....	270 00	183 20	44 05	200 38	.....	2867 63	.....	1345 36	4212 99
Red Cloud	4653 21	.....	491 65	507 54	.....	544 50	407 51	6604 41	.....	419 13	7023 54
Reynolds	905 00	.....	67 50	82 98	.....	27 44	.....	1082 92	.....	1193 61	2276 53
Riverton	1305 00	.....	72 00	96 00	20 00	125 00	595 72	2213 72	.....	630 64	2844 36
Rulo	1865 00	.....	100 00	98 75	.....	.....	128 05	2191 80	.....	376 34	2568 14
St. Paul	2198 85	.....	381 00	503 35	771 75	205 10	263 03	4323 08	1520 00	1000 00	6843 08
Schuyler	5965 00	1350 00	715 52	636 20	1197 33	105 11	634 55	10,603 51	.....	1506 24	12,109 95
Scribner	2250 00	.....	176 85	181 65	100 00	66 20	60 00	2834 70	4036 50	1269 13	8140 33
Seward	6580 00	.....	.....	468 83	.....	153 93	1300 61	8503 37	1841 92	1296 46	11,641 75
Shelton	2230 00	.....	300 00	.....	150 00	.....	747 45	3427 45	.....	2290 79	5718 24
Sidney	2299 69	.....	315 00	428 66	.....	367 25	211 83	3622 43	.....	4 97	3627 40
South Omaha	13,199 18	1614 80	2642 55	1133 92	416 30	1663 16	1348 69	22,018 60	13,236 42	31,036 08	66,291 10
Stanton	2475 00	.....	135 00	.....	491 82	.....	.....	3101 82	2333 01	2686 49	8121 32
Sterling	1777 50	268 50	75 00	125 00	.....	.....	300 00	2546 00	8500 00	167 86	11,213 86

TABLE NO. 21.—Continued.

Graded Schools—Expenditures and Purposes for Which Made for Year Ending July 13, 1891.

TOWNS.	AMOUNT PAID FOR						Total Current Expenses.	Amount Paid For New Buildings, Sites, Bonds, and Interest.	Amount Now in Treasury.	Total For the Year.
	Teachers' Salaries.	Supervision.	Janitors.	Fuel.	Repairs.	Supplies.	Other Expenses.			
Stromsburg	\$ 2411 56	\$	\$ 363 25	\$ 239 55	\$ 117 70	\$ 139 02	\$ 20 48	\$ 3351 56	\$	\$ 3353 17
Superior	5049 78	.....	775 00	321 45	7 50	1174 80	532 41	7860 94	1 61	9163 69
Sutton	3870 00	1300 00	100 00	100 00	50 00	.....	800 00	6220 00	233 20	6236 00
Syracuse	2565 00	.....	315 00	250 00	389 35	250 00	524 08	4293 43	16 00	6548 47
Table Rock	1710 00	.....	122 20	142 60	137 42	92 70	70 95	2275 87	2255 04	6548 47
Tecumseh	4640 00	.....	407 81	256 20	172 60	137 50	396 64	6010 75	149 73	2425 00
Tekamah	3835 00	.....	452 00	365 00	188 00	279 98	565 27	5685 25	3270 99	9281 74
Tobias	2800 00	.....	150 00	.....	417 67	5 04	5 28	3377 99	2012 92	7698 17
Trenton .....	.....	.....	.....	.....	.....	.....	.....	.....	235 74	3613 73
Ulysses	2295 00	.....	135 00	116 42	.....	.....	.....	2546 42	.....	2647 65
Utica	1530 00	.....	90 00	97 55	166 58	16 45	.....	1900 58	101 23	2647 65
Valparaiso	2019 22	.....	108 10	183 65	157 25	104 48	67 76	2640 46	1326 86	3227 44
Wahoo	5365 00	1200 00	500 00	500 00	528 49	261 32	722 00	9076 81	164 60	2805 06
Wakefield	1470 00	.....	90 00	144 77	20 00	204 25	.....	1929 02	2770 95	16370 71
Wayne	3057 15	.....	360 00	851 87	702 81	.....	.....	4971 83	215 40	2144 42
Weeping Water	4717 97	.....	390 05	425 00	1807 68	482 25	458 50	9281 45	2139 13	7110 96
West Point	4149 43	.....	420 00	525 00	245 07	159 04	701 58	6240 12	4879 47	11119 59
Wilber	4391 25	.....	385 00	228 90	167 02	356 21	253 70	5782 08	3463 56	9245 64
Wisner	2187 50	.....	300 00	100 00	231 64	.....	979 00	3798 14	3463 56	9245 64
Wood River	2475 00	80 00	180 00	187 02	54 15	252 69	146 20	3375 06	426 61	4224 75
Wymore	5130 00	1200 00	600 00	400 00	.....	300 00	.....	7630 00	1093 00	6073 06
York	6239 22	1200 00	581 85	665 30	270 14	685 17	3529 81	13,171 49	1632 07	16,162 07
									104 19	13,275 68

TABLE NO. 22.
Graded Schools—Expenditures and Purposes for Which Made for the Year Ending July 11, 1892.

TOWNS.	AMOUNT PAID FOR						Total Current Expenses.	Amount Paid For New Buildings, Bonds, and Interest.	Amount Now in Treasury.	Total For the Year.
	Superintendent (or Principal).	Other Teachers.	Janitors.	Fuel and Repairs.	Supplies.	Other Expenses.				
Totals.....	\$105,274 61	\$339,701 20	\$42,711 00	\$68,424 51	\$59,812 51	\$38,030 89	\$703,984 90	\$126,108 64	\$178,750 19	\$1,008,843 69
Albion.....	900 00	2,012 50	385 00	331 66	.....	2,092 07	5,771 23	.....	88 48	5,859 71
Alliance.....	900 00	1,215 00	135 00	420 00	338 06	341 43	3,349 49	1,013 30	2,420 70	6,783 49
Arlington.....	810 00	1,215 00	180 00	209 08	15 75	396 45	2,826 28	.....	887 65	3,713 93
Ashland.....	1,100 00	5,344 90	575 00	1,931 50	1,440 00	928 44	11,319 84	.....	664 28	11,984 12
Atkinson.....	810 00	1,470 00	168 00	329 73	500 59	477 49	3,755 81	.....	309 72	4,065 53
Auburn.....	1,052 22	3,008 16	338 17	240 60	.....	576 48	5,215 63	.....	118 64	5,334 27
Beatrice.....	1,749 99	20,090 00	2,142 00	2,223 20	.....	11,762 47	37,970 66	15,450 00	5,125 10	58,545 76
Beaver City.....	720 00	1,605 41	180 00	360 00	.....	419 28	3,284 69	.....	129 18	3,413 87
Bennett.....	540 00	630 00	117 00	116 15	150 89	84 15	1,638 19	.....	17 16	1,655 35
Blair.....	1,200 00	6,455 00	980 00	1,297 83	1,004 92	925 86	11,863 61	701 90	5,716 54	18,282 05
Blue Hill.....	902 50	1,520 00	237 50	344 53	487 11	402 85	3,894 49	.....	711 43	4,605 92
Boelus.....	540 00	360 00	.....	104 59	112 82	.....	1,117 41	.....	578 57	1,695 98
Brainard.....	600 00	400 00	.....	287 20	20 00	153 75	1,460 95	.....	1,810 55	3,271 50
Broken Bow.....	900 00	3,245 00	282 00	740 51	1,510 53	180 44	6,858 48	635 55	487 80	7,981 83
Calhoun.....	675 00	720 00	67 50	209 67	629 14	30 40	2,331 71	.....	50 74	2,382 45
Cedar Rapids.....	690 00	1,125 00	180 00	545 63	200 00	630 21	3,370 84	.....	294 75	3,665 59
Central City.....	900 00	4,404 04	476 04	1,301 23	331 06	87 56	7,500 33	.....	1 63	7,501 96
Chadron.....	1,200 00	3,515 00	300 00	1,075 36	734 11	930 73	7,755 10	.....	3,423 80	11,178 90
Clarks.....	785 00	1,815 00	114 00	311 95	.....	380 27	3,406 22	.....	140 90	3,547 12
Clay Center.....	1,005 00	710 00	63 00	133 15	25 47	39 83	1,976 45	.....	21 56	1,998 01
Cook.....	450 00	325 00	.....	92 91	.....	526 94	1,394 85	140 70	291 12	1,826 67

TABLE NO. 22.—Continued.
Graded Schools—Expenditures and Purposes for Which Made for the Year Ending July 11, 1892.

TOWNS.	AMOUNT PAID FOR						Total Current Expenses.	Amount Paid For New Buildings, Bonds, and Interest.	Amount Now in Treasury.	Total For the Year.
	Superintendent (or Principal)	Other Teachers.	Janitors.	Fuel and Repairs.	Supplies.	Other Expenses.				
Cortland.....	595 00	1,089 00	100 00	215 50	56 85	28 85	2,085 20	.....	334 33	2,419 53
Covington.....	675 00	405 00	180 00	625 87	1,218 57	1,940 65	5,045 09	9,260 74	8,639 97	22,945 80
Crab Orchard.....	.....	893 07	.....	98 70	17 55	33 00	1,042 32	.....	39 20	1,081 52
Craig.....	540 00	720 00	90 00	147 30	21 92	526 68	2,045 90	.....	94 49	2,140 39
Crawford.....	855 00	2,160 00	437 50	406 82	993 28	549 53	5,402 13	5,965 34	681 72	12,050 19
Creighton.....	900 00	1,501 25	165 75	221 80	868 52	181 45	3,838 77	.....	948 29	4,787 06
Culbertson.....	850 00	1,572 50	262 75	289 23	170 40	103 68	3,248 56	.....	1,528 02	4,776 58
Curtis.....	600 00	687 50	87 50	114 65	281 54	314 85	2,086 04	.....	805 17	2,891 21
Dannebrog.....	468 00	342 00	45 00	49 15	125 99	46 80	1,076 94	.....	1,062 19	2,139 13
David City.....	1,000 00	4,400 00	540 00	1,136 98	696 09	1,569 27	9,342 34	.....	4,908 13	14,250 47
Decatur.....	585 00	1,072 00	87 53	414 51	215 06	148 71	2,522 81	.....	79 05	2,601 86
DeWitt.....	675 00	1,785 00	200 00	530 61	575 02	166 15	3,931 78	.....	695 42	4,627 20
Diller.....	450 00	565 00	.....	69 95	223 55	148 35	1,456 85	.....	68 01	1,524 86
Dodge.....	800 00	1,151 25	80 00	341 70	668 75	592 30	3,634 00	26 60	903 90	4,537 90
Dorchester.....	800 00	1,200 00	173 00	228 55	417 33	334 85	3,153 73	.....	68 48	3,248 81
Douglas.....	450 00	315 00	.....	45 85	5 45	6 31	822 61	.....	118 00	822 61
Dubois.....	698 00	377 00	22 00	47 90	10 71	118 10	1,273 71	36 67	.....	1,428 38
Edgar.....	1,100 00	2,970 00	363 00	464 76	369 77	169 74	5,437 27	5,531 99	.....	10,969 26
Elk Creek.....	450 00	321 88	34 50	72 05	24 45	6 75	909 63	.....	79 73	989 36
Elmwood.....	435 00	315 00	36 00	99 05	22 75	219 93	1,127 73	.....	714 94	1,842 67
Elwood.....	540 00	360 00	45 00	115 00	50 00	30 00	1,140 00	1,369 60	80 00	2,589 60
Emerson.....	585 00	315 00	.....	247 95	246 13	237 39	1,631 47	.....	1,005 54	3,237 01

Endicott.....	562 50	285 00	90 00	421 02	80 16	79 08	1,517 76	17 55	24	1,518 00
Ewing.....	700 00	927 50	116 80	964 64	304 92	.....	2,503 86	17 55	.....	2,521 41
Fairbury.....	1,200 00	6,165 00	820 00	750 00	1,900 00	314 69	11,149 69	1,372 22	.....	12,521 96
Fairfield.....	900 00	2,160 00	267 00	388 21	793 00	523 96	5,032 17	13 86	.....	5,046 03
Fairmont.....	807 75	2,808 50	303 00	428 77	862 34	470 71	5,681 07	493 14	.....	6,705 21
Firth.....	675 00	450 00	.....	201 30	79 34	46 24	1,451 88	703 71	.....	2,155 59
Franklin.....	720 00	1,015 00	61 50	139 45	472 22	25 00	2,433 17	382 87	.....	2,816 04
Fremont.....	1,350 00	15,851 62	2,258 50	3,460 22	4,922 17	1,558 74	23,401 25	8,000 00	.....	39,151 25
Friend.....	900 00	2,500 00	.....	426 06	455 66	411 29	4,693 01	1,240 83	.....	5,933 84
Fullerton.....	900 00	1,830 00	135 00	550 00	500 00	387 39	4,362 39	629 68	.....	5,992 07
Geneva.....	1,222 23	3,745 00	315 00	685 00	1,365 18	2,418 34	9,750 75	103 81	.....	9,854 56
Gering.....	210 00	46 87	29 50	.....	.....	16 25	302 62	98 28	.....	465 15
Gibbon.....	900 00	1,215 00	180 00	171 71	52 84	207 00	2,726 55	267 77	.....	2,994 32
Grafton.....	1,020 00	1,240 00	231 25	321 20	183 29	215 00	3,210 74	637 72	.....	3,848 46
Grand Island.....	2,000 00	20,101 87	2,782 00	3,311 39	2,443 60	3,467 56	34,106 42	14,313 01	.....	51,667 00
Greeley Ctr.....	675 00	1,215 00	108 00	800 00	300 00	785 11	3,883 11	150 12	.....	4,033 23
Hastings.....	1,600 00	12,675 00	1,242 75	2,114 19	2,949 15	1,118 42	21,699 51	8,130 80	.....	47,448 52
Hebron.....	1,000 00	3,836 62	611 00	1,074 50	190 19	1,174 34	7,886 65	39 39	.....	7,926 04
Hickman.....	630 00	756 00	.....	82 60	.....	344 55	1,813 15	153 72	.....	1,966 87
Holdrege.....	1,250 00	4,561 25	575 00	1,006 36	1,007 27	74 20	8,474 08	2,255 40	.....	11,155 98
Hooper.....	1,000 00	1,350 00	100 00	245 00	536 37	209 50	3,440 87	502 65	.....	3,943 52
Humboldt.....	1,000 00	2,700 00	343 50	1,481 36	67 40	1,894 81	7,487 07	4 46	.....	7,491 53
Humphrey.....	540 00	360 00	84 00	133 50	2 16	25 61	1,145 27	1,305 03	.....	3,610 70
Johnstown.....	450 15	270 00	.....	137 40	99 84	.....	967 39	261 78	.....	1,229 17
Kearney.....	1,600 00	14,545 00	2,323 00	2,115 55	622 00	4,154 07	25,359 62	7,062 72	.....	32,442 34
Liberty.....	495 00	1,347 90	60 00	83 04	77 52	40 00	2,103 46	54 30	.....	2,157 76
Louisville.....	675 00	1,080 00	90 00	249 35	648 92	11 85	2,755 12	3,046 32	.....	5,801 44
Lyons.....	900 00	1,080 00	225 00	280 76	238 07	214 65	2,938 48	801 30	.....	3,739 78
Madison.....	810 00	2,365 00	345 45	632 46	317 09	167 16	4,657 16	.....	.....	4,657 16
McCool Jnc't.....	312 50	247 50	.....	173 39	147 68	82 68	963 75	103 19	.....	1,066 94
Mead.....	585 00	832 50	72 00	117 06	24 99	.....	1,631 55	243 09	.....	1,874 64
Millard.....	900 00	993 75	100 00	146 30	140 10	220 95	2,501 10	5,707 61	.....	8,208 71
Milligan.....	600 00	350 00	.....	56 20	249 21	270 00	1,525 41	1,609 22	.....	3,134 63
Minden.....	1,000 00	3,195 00	300 00	217 45	465 15	1,395 55	6,573 15	2,310 42	.....	8,883 57
Nebraska City.....	1,500 00	14,906 25	1,820 00	2,001 03	2,472 41	612 02	23,311 71	7,797 56	.....	33,520 29
Nelson.....	900 00	2,085 00	17 50	919 25	163 00	270 00	4,354 75	331 81	.....	21,862 84

TABLE NO. 22.—Continued.

Graded Schools—Expenditures and Purposes for Which Made for the Year Ending July 11, 1892.

TOWNS.	AMOUNT PAID FOR						Total Current Expenses.	Amount Paid For New Buildings, Bonds, and Interest.	Amount Now in Treasury.	Total For the Year.
	Superintendent (or Principal)	Other Teachers	Janitors.	Fuel and Repairs.	Supplies	Other Expenses.				
Nemaha City.	540 00	525 00	45 00	85 25	353 72	136 00	1,684 97	.....	.....	1,684 97
Newman Gr'Ve	225 00	630 00	55 50	508 14	83 29	208 44	1,710 37	.....	2,210 12	3,920 49
Niobrara.....	810 00	900 00	153 50	226 11	101 96	131 60	2,323 17	1,165 25	388 36	3,876 78
Norfolk.....	1200 00	7,437 97	1,245 00	1,760 81	1,054 07	12,600 37	25,298 22	.....	.....	25,298 22
North Bend..	1,000 00	2,722 50	250 00	808 90	434 15	287 06	5,502 61	325 00	2,139 52	7,987 13
North Loup..	675 00	810 00	117 00	160 00	.....	10 70	1,772 70	.....	.....	2,164 10
North Platte.	1,100 00	9,616 40	815 00	1,335 64	35 51	1,362 49	14,265 04	.....	555 94	14,820 98
Oak.....	360 00	240 00	32 00	53 80	30 00	230 00	945 80	1,909 55	.....	2,905 80
Odell.....	540 00	1,170 00	108 00	86 50	253 72	94 50	2,252 72	1,140 00	382 18	3,774 90
Ohioa.....	900 00	1,125 00	135 00	291 70	269 83	45 60	2,767 13	.....	286 24	3,033 37
Orleans.....	1,000 00	1,845 00	338 00	277 34	217 27	307 67	3,985 28	.....	222 09	4,207 37
Palmyra.....	585 00	675 00	56 00	83 73	29 71	10 44	1,439 88	.....	185 08	1,624 96
Pierce.....	720 00	1,185 00	200 00	708 56	400 00	142 12	3,355 68	.....	679 93	4,035 61
Platte Center	1,022 11	326 43	.....	259 27	62 61	286 84	1,957 26	.....	192 23	2,149 49
Ponca.....	810 00	3,080 00	304 00	331 75	197 00	296 74	4,999 49	6,137 61	1,413 73	6,413 22
Randolph....	675 00	792 50	105 00	209 33	118 15	.....	1,899 98	.....	291 66	8,329 25
Ravenna.....	900 00	1,260 00	270 00	257 95	238 57	201 28	3,127 80	.....	2,130 20	5,258 00
Raymond.....	495 00	280 00	.....	51 10	139 46	.....	965 56	.....	27 96	993 52
Rising.....	675 00	1,000 00	180 00	266 95	159 16	482 64	2,763 75	.....	243 85	3,007 60
Roseland.....	540 00	380 00	.....	129 04	167 62	8 00	1,204 66	.....	477 50	1,682 16
Rulo.....	675 00	1,080 00	.....	236 16	265 67	.....	2,256 83	.....	597 77	2,854 60
Salem.....	650 00	600 00	75 00	86 21	135 06	124 28	1,670 55	.....	9 61	1,680 16

Schuyler.....	1,199 97	7,265 50	714 12	1,240 40	614 87	1,642 16	12,677 02	.....	2,442 96	15,119 98
Scribner.....	900 00	1,350 00	185 50	298 24	669 02	288 80	3,691 56	.....	1,421 79	5,113 35
Seward.....	1,000 00	4,840 00	600 00	600 35	1,390 26	50 00	8,480 61	.....	3,129 02	11,609 63
South Omaha	1,500 00	17,257 01	3,028 34	2,449 20	2,111 78	3,183 01	29,529 34	27,388 40	27,279 56	84,197 30
Steele City....	600 00	720 00	.....	231 80	344 46	410 88	2,307 14	.....	827 02	3,134 16
Sterling.....	667 50	1,468 00	160 50	299 90	103 61	2,167 11	4,866 62	.....	.....	4,866 62
Stockville.....	630 00	360 00	36 00	55 50	62 00	.....	1,143 50	183 21	75 27	1,401 98
Stromsburg..	760 00	2,378 00	411 25	208 20	356 32	375 16	4,488 93	.....	68	4,489 61
Superior.....	1,200 00	3,645 00	798 75	1,345 48	1,783 77	308 32	9,081 32	333 33	1,937 16	11,351 81
Sutton.....	1,300 00	3,870 00	595 00	459 36	543 99	1,281 18	8,049 53	.....	469 23	8,518 76
Syracuse.....	999 99	2,565 00	405 00	549 59	158 14	637 79	5,315 51	.....	1,140 38	6,455 89
St. Paul.....	1,300 00	4,560 20	457 50	482 75	350 19	185 08	7,335 72	.....	32 12	7,367 84
Tecumseh.....	1,000 00	4,137 50	485 00	871 82	558 49	588 86	7,641 67	1,802 50	1,416 39	10,860 56
Tekamah.....	999 99	2,835 00	432 00	408 65	87 60	75 00	4,838 24	.....	2,065 66	6,903 90
Ulysses.....	375 00	1,135 00	135 00	388 79	832 70	.....	2,866 49	.....	147 70	3,014 19
Wahoo.....	1,200 00	6,825 50	775 00	2,562 62	1,181 43	1,740 65	14,285 20	.....	1,363 32	15,648 52
Wakefield.....	720 00	720 00	103 50	170 00	268 67	180 47	2,162 64	.....	247 14	2,409 78
Waterloo.....	581 75	370 00	36 00	188 66	301 71	54 62	1,532 74	.....	42 67	1,575 41
Wayne.....	1,000 00	2,675 00	562 50	1,895 58	.....	2,079 16	8,212 24	.....	.....	8,212 24
Weeping Wtr	1,200 00	3,755 00	425 00	297 15	574 62	689 00	6,940 77	47 67	61 04	7,049 48
West Lincoln	495 00	435 00	.....	133 03	323 37	69 50	1,455 90	.....	520 06	1,975 96
Wilber.....	1,000 00	3,812 50	314 75	324 30	750 00	228 46	6,430 01	.....	1,708 55	8,138 56
Wilcox.....	540 00	765 00	75 00	140 00	125 00	32 73	1,677 73	157 50	188 14	2,023 37
Wood River..	675 00	1,800 00	180 00	377 65	448 05	141 55	3,622 25	.....	1,807 75	5,430 00
York.....	1,299 96	6,723 10	522 75	784 02	1,122 60	2,637 47	13,089 90	.....	640 25	13,730 15

TABLE NO. 23.

Graded Schools—Cost of Education, Bonded and Other Indebtedness for the Year Ending July 13, 1891.

TOWN.	COST OF EDUCATION.		Total School Bonds Indebt- edness.	Amount in Sink- ing Fund.	Balance of Bonded Debt.	All Other Indebt- edness.	Total Indebted- ness.
	Per Pupil Enrolled.	On Average Daily At- tendance.					
Total for state.....	\$10 30	\$17 71	\$1,299,556 13	\$89,630 20	\$1,209,925 93	\$41,021 28	\$1,250,947 21
Ainsworth.....	17 00	28 00	3880 00	.....	3880 00	.....	3880 00
Albion.....	13 75	20 00	11,000 00	.....	11,000 00	1500 00	12,500 00
Alma.....	19 00	24 00	6150 00	.....	6150 00	2000 00	8150 00
Arapahoe.....	10 53	17 12	.....	.....	.....	816 00	816 00
Arlington.....	12 35	14 25	7100 00	.....	7100 00	635 35	7735 35
Ashland.....	13 00	20 00	4000 00	.....	4000 00	535 25	4535 25
Atkinson.....	6 27	8 29	7966 33	.....	7966 33	2037 51	10,003 84
Auburn.....	12 78	17 87	10,800 00	250 00	10,550 00	.....	10,550 00
Aurora.....	15 48	22 87	55,000 00	.....	55,000 00	.....	55,000 00
Beatrice.....	14 66	19 20	12,000 00	.....	12,000 00	400 00	12,400 00
Beaver City.....	11 39	17 65	10,000 00	4343 44	5656 56	.....	5656 56
Blair.....	14 00	22 45	3000 00	.....	3000 00	.....	3000 00
Bloomington.....	13 37	18 57	4000 00	.....	4000 00	.....	4000 00
Blue Hill.....	19 00	24 00	4500 00	35 00	4465 00	.....	4465 00
Blue Springs.....	28 00	30 00	2560 00	.....	2560 00	728 66	3288 66
Bradshaw.....	15 76	19 75	11,000 00	.....	11,000 00	.....	11,000 00
Broken Bow.....	9 19	15 00	6000 00	.....	6000 00	.....	6000 00
Brownville.....	11 12	15 04	3000 00	.....	3000 00	.....	3000 00
Carlton.....	12 50	15 00	4000 00	.....	4000 00	2350 00	6350 00
Cambridge.....	.....	.....	.....	.....	.....	.....	.....

Central City	14 00	20 00	12,000 00	.....	12,000 00	.....	12,000 00
Chadron	14 22	26 19	20,000 00	.....	20,000 00	.....	20,000 00
Clarks	16 79	23 92	8000 00	.....	8000 00	467 38	8467 38
Columbus	17 00	23 00	12,000 00	1050 00	10,950 00	.....	10,950 00
Chester	.....	.....	.....	.....	.....	.....	.....
Cortland	10 73	13 04	2500 00	.....	2500 00	.....	2500 00
Cozad	17 66	28 04	9000 00	3000 00	6000 00	.....	6000 00
Crete	14 37	19 71	25,000 00	3755 00	21,245 00	.....	21,245 00
Creighton	12 01	16 42	3300 00	1981 14	1318 86	.....	1318 86
Culbertson	19 17	31 09	7500 00	.....	7500 00	.....	7500 00
Davenport	11 56	14 21	2000 00	215 00	1785 00	435 00	2220 00
David City	12 37	19 40	16,000 00	.....	16,000 00	500 00	16,500 00
Decatur	8 00	19 26	.....	.....	.....	.....	.....
De Witt	11 22	19 47	2000 00	.....	2000 00	.....	2000 00
Dorchester	13 65	18 34	11,859 00	.....	11,859 00	225 00	12,084 00
Edgar	14 80	20 00	3000 00	.....	3000 00	2234 45	5234 45
Elm Creek	.....	.....	.....	.....	.....	.....	.....
Ewing	11 70	21 66	3600 00	.....	3600 00	.....	3600 00
Exeter	15 18	20 06	.....	.....	.....	.....	.....
Fairbury	11 50	16 46	5500 00	1500 00	4000 00	.....	4000 00
Fairfield	10 27	16 37	.....	.....	.....	.....	.....
Falls City	11 77	15 56	.....	.....	.....	.....	.....
Farmont	12 15	16 72	6500 00	.....	6500 00	.....	6500 00
Franklin	15 00	21 20	2100 00	.....	2100 00	.....	2100 00
Fremont	17 35	25 10	35,000 00	.....	35,000 00	.....	35,000 00
Friend	10 65	12 59	.....	.....	.....	.....	.....
Fullerton	11 00	13 00	4000 00	2141 32	1858 68	3005 33	4864 01
Geneva	10 91	17 25	8000 00	.....	8000 00	1933 93	9993 93
Genoa	20 72	32 90	1305 80	.....	1305 80	.....	1305 80
Gibbon	12 65	17 80	17,000 00	.....	17,000 00	.....	17,000 00
Grafton	9 55	14 52	450 00	.....	450 00	535 00	1045 00
Grand Island	16 12	22 16	54,000 00	.....	54,000 00	.....	54,000 00
Greenwood	11 12	12 53	2000 00	.....	2000 00	.....	2000 00
Hardy	13 38	19 00	4800 00	.....	4800 00	.....	4800 00
Hartington	16 79	23 00	.....	.....	.....	.....	.....
Howard	10 80	18 40	.....	.....	.....	.....	.....

TABLE NO. 23.—*Continued.*
 Graded Schools—Cost of Education, Bonded and Other Indebtedness for the Year Ending July 13, 1891.

TOWN.	COST OF EDUCATION.		Total School Bonded Indebtedness.	Amount in Sinking Fund.	Balance of Bonded Debt.	All Other Indebtedness.	Total Indebtedness.
	Per Pupil Enrolled.	On Average Daily Attendance.					
Hastings.....	13 14	18 91	12,500 00	.....	12,500 00	.....	12,500 00
Hebron.....	14 13	28 50	20,000 00	1000 00	19,000 00	1665 00	20,665 00
Holdrege.....	16 37	25 31	27,900 00	.....	27,900 00	.....	27,900 00
Hooper.....	14 69	20 20	1000 00	.....	1000 00	.....	1000 00
Humboldt.....	12 44	18 03	9000 00	.....	9000 00	492 31	9492 31
Indianola.....	13 34	20 22	13,700 00	300 00	13,400 00	.....	13,400 00
Junata.....	11 23	21 49	.....	.....	.....	.....	.....
Kearney.....	15 42	23 71	44,200 00	4000 00	40,200 00	.....	40,200 00
Kenesaw.....	11 86	21 40	.....	.....	.....	.....	.....
Lexington.....	20 10	33 30	18,000 00	.....	18,000 00	.....	18,000 00
Liberty.....	11 28	15 58	900 00	244 00	656 00	793 64	1449 64
Lincoln.....	13 80	21 59	50,000 00	.....	50,000 00	.....	50,000 00
Long Pine.....	13 20	24 57	3000 00	1234 49	1765 51	1551 87	3317 38
Louisville.....	13 54	20 47	.....	.....	.....	.....	.....
Loup City.....	13 13	13 30	.....	.....	.....	.....	.....
Lyons.....	15 06	22 00	5000 00	1107 47	3892 53	.....	3892 53
Madison.....	13 00	15 00	.....	.....	.....	.....	.....
McCook.....	.....	.....	.....	.....	.....	.....	.....
Mead.....	10 40	16 02	2600 00	.....	2600 00	3 86	2603 86
Milford.....	16 49	22 03	600 00	.....	600 00	.....	600 00
Minden.....	10 40	16 20	9835 00	.....	9835 00	.....	9835 00

Nebraska City	15 00	19 00	20,000 00	20,000 00	20,000 00	20,000 00	20,000 00	20,000 00	20,000 00
Neligh	13 47	20 66	6500 00	6500 00	2000 00	4500 00	4500 00	4500 00	4500 00
Nelson	14 50	19 36	19,000 00	19,000 00	1100 00	17,900 00	17,900 00	17,900 00	17,900 00
Norfolk	15 16	23 89	32,000 00	32,000 00		32,000 00	32,000 00	32,000 00	32,000 00
North Bend	14 56	22 12	4000 00	4000 00		4000 00	4000 00	4000 00	4000 00
North Loup	10 93	13 30					1259 00	1259 00	1259 00
North Platte	15 97	24 37					4482 56	4482 56	4482 56
Oakdale	12 16	15 00	5000 00	5000 00		5000 00	5000 00	5000 00	5000 00
Oakland	10 81	16 51	10,000 00	10,000 00		10,000 00	10,000 00	10,000 00	10,000 00
Odell	14 68	16 76	2000 00	2000 00		2000 00	2000 00	2000 00	2000 00
Omaha	15 40	22 20	3400 00	3400 00		3400 00	3400 00	3400 00	3400 00
O'Neill	25 30	36 70	250,000 00	250,000 00	40,010 24	209,989 76	209,989 76	209,989 76	209,989 76
Ord	9 67	17 83							
Orleans	10 72	16 75	6000 00	6000 00	1500 00	4500 00	4500 00	4500 00	4500 00
Osceola	17 58	27 00	4500 00	4500 00		4500 00	4500 00	4500 00	4500 00
Oxford	10 04	14 70							
Papillion	11 17	17 68	4000 00	4000 00		4000 00	4000 00	4000 00	4000 00
Pawnee City									
Plainview	11 08	18 00	15,000 00	15,000 00	5000 00	10,000 00	10,000 00	10,000 00	10,000 00
Plattsmouth	11 40	20 90	3000 00	3000 00		3000 00	3000 00	3331 29	3331 29
Ponca	12 63	16 82	53,000 00	53,000 00		53,000 00	53,000 00	53,000 00	53,000 00
Ravenna	12 09	13 45							
Red Cloud	15 93	22 50	4000 00	4000 00		4000 00	4000 00	4000 00	4000 00
Reynolds	10 42	18 37	11,000 00	11,000 00		11,000 00	11,000 00	11,000 00	11,000 00
Riverton	16 00	23 00	2000 00	2000 00	760 11	1239 89	1239 89	1239 89	1239 89
Rulo	8 31	9 63	3600 00	3600 00		3600 00	3600 00	3600 00	3600 00
St. Paul	11 20	18 00	8000 00	8000 00		8000 00	8000 00	8000 00	8000 00
Schuyler	15 26	21 24	7000 00	7000 00	1000 00	6000 00	6000 00	8269 45	8269 45
Scribner	13 87	20 00	10,600 00	10,600 00	2136 82	8463 18	8463 18	8463 18	8463 18
Seward	13 12	19 69							
Shelton	11 41	18 00							
Sidney	15 25	16 47	5000 00	5000 00		5000 00	5000 00	5000 00	5000 00
South Omaha	14 11	23 02	12,000 00	12,000 00		12,000 00	12,000 00	3519 08	3519 08
Stanton	13 88	28 23							
Sterling	11 88	26 00	3000 00	3000 00		3000 00	3000 00	3000 00	3000 00
	9 80	17 00	8000 00	8000 00		8000 00	8000 00	287 05	287 05

TABLE NO. 23.—Continued.
Graded Schools—Cost of Education, Bonded and Other Indebtedness for the Year Ending July 13, 1891.

TOWN.	COST OF EDUCATION.		Total School Indebtedness.	Amount in Sinking Fund.	Balance of Bonded Debt.	All Other Indebtedness.	Total Indebtedness.
	Per Pupil Enrolled.	On Average Daily Attendance.					
Stromsburg.....	14 46	19 92	3550 00	.....	3550 00	1024 45	4574 45
Superior.....	17 28	21 72	21,000 00	3677 93	17,322 07	1022 86	18,344 93
Sutton.....	16 77	22 47	10,000 00	.....	10,000 00	.....	10,000 00
Syracuse.....	10 00	20 00	.....	.....	.....	.....	.....
Table Rock.....	10 24	15 41	.....	.....	.....	.....	.....
Tecumseh.....	11 98	20 00	5000 00	.....	5000 00	.....	5000 00
Tekamah.....	10 60	17 40	.....	.....	.....	.....	.....
Tobias.....	.....	.....	.....	.....	.....	.....	.....
Trenton.....	11 60	15 00	7850 00	.....	7850 00	.....	7850 00
Ulysses.....	9 31	13 00	.....	.....	.....	.....	.....
Utica.....	10 90	16 80	2750 00	.....	2750 00	.....	2750 00
Valparaiso.....	12 62	15 80	7950 00	5680 00	2270 00	.....	2270 00
Wahoo.....	12 00	20 50	3750 00	.....	3750 00	.....	3750 00
Wakefield.....	13 39	18 97	5000 00	.....	5000 00	.....	5000 00
Wayne.....	17 45	24 14	13,200 00	.....	13,200 00	.....	13,200 00
Weeping Water.....	14 80	22 50	7500 00	.....	7500 00	.....	7500 00
West Point.....	13 20	18 68	.....	.....	.....	.....	.....
Wilber.....	17 01	21 00	.....	.....	.....	.....	.....
Wisner.....	21 38	27 62	500 00	.....	500 00	300 00	800 00
Wood River.....	13 53	19 78	12,300 00	.....	12,300 00	.....	12,300 00
Wymore.....	10 14	16 17	25,000 00	608 24	24,391 76	1500 00	25,891 76
York.....	.....	.....	.....	.....	.....	.....	.....

TABLE NO. 24.
Graded Schools—Cost of Education, Bonded and Other Indebtedness for the Year Ending July 11, 1892.

TOWN.	Cost of Education.		Total School Indebtedness.	Amount in Sinking Fund.	Balance of Bonded Debt.	All Other Indebtedness.	Total Indebtedness.
	Per Pupil Enrolled.	On Average Daily Attendance.					
Total for state.....	\$11 10	\$18 06	\$ 906,443 25	\$ 52,309 96	\$ 854,133 29	\$ 75,611 11	\$ 929,744 40
Ainsworth.....	11 20	18 50	1000 00	.....	1000 00	497 09	1000 00
Albion.....	13 34	39 40	8000 00	.....	8000 00	750 26	8750 26
Alliance.....	14 95	21 74	7100 00	.....	7100 00	676 99	7776 99
Ashland.....	20 96	24 66	4000 00	.....	4000 00	600 11	4600 11
Atkinson.....	12 68	22 90	7808 00	.....	7808 00	3731 99	11,539 99
Auburn.....	10 06	14 49	10,800 00	500 00	10,300 00	1622 70	11,922 70
Aurora.....	13 77	21 70	70,000 00	.....	70,000 00	15,997 33	85,997 33
Beatrice.....	17 91	24 46	12,000 00	.....	12,000 00	700 00	12,700 00
Beaver City.....	11 73	18 55	1700 00	700 00	1000 00	425 00	1425 00
Bennet.....	11 70	19 02	10,000 00	5302 31	4697 69	.....	4697 69
Blair.....	12 56	19 39	5000 00	.....	5000 00	.....	5000 00
Blue Hill.....	13 30	.....	2000 00	253 05	1746 95	120 49	1867 44
Boelus.....	10 64	19 60	700 00	.....	700 00	.....	700 00
Bradshaw.....	11 33	18 97	10,000 00	.....	10,000 00	.....	10,000 00
Brainard.....	13 18	18 53	6000 00	.....	6000 00	.....	6000 00
Broken Bow.....	6 91	13 88	6050 00	.....	6050 00	63 02	6113 02
Brownville.....	18 80	31 08	12,000 00	.....	12,000 00	.....	12,000 00
Calhoun.....	11 80	.....	.....	.....	.....	.....	.....
Cambridge.....	12 20	20 60	.....	.....	.....	.....	.....
Central City.....	.....	.....	.....	.....	.....	.....	.....

TABLE NO. 24.—Continued.
 Graded Schools—Cost of Education, Bonded and Other Indebtedness for the Year Ending July 11, 1892.

TOWN.	COST OF EDUCATION.		Total School Bonded Indebtedness.	Amount in Sinking Fund.	Balance of Bonded Debt.	All Other Indebtedness.	Total Indebtedness.
	Per Pupil Enrolled.	On Average Daily Attendance.					
Chadron	16 85	27 11	2000 00	.....	2000 00	.....	2000 00
Clarks	12 66	19 03	8000 00	.....	8000 00	467 38	8467 38
Clarkson .....	.....	.....	2000 00	.....	2000 00	.....	2000 00
Clay Center	11 36	18 13	3500 00	145 02	3354 98	503 85	3858 83
Clearwater	12 56	26 25	2000 00	.....	2000 00	.....	2000 00
Columbus	17 50	25 27	12,000 00	1932 73	10,067 27	.....	10,067 27
Cortland	8 27	11 00	2500 00	.....	2500 00	.....	2500 00
Craig	14 40	19 30	2000 00	.....	2000 00	674 20	2674 20
Crawford	33 14	43 56	5000 00	.....	5000 00	6000 00	11,000 00
Creighton	12 42	18 27	.....	.....	.....	.....	.....
Culbertson	14 50	26 84	7500 00	.....	7500 00	800 43	8300 43
Curtis	14 09	27 44	4000 00	.....	4000 00	200 00	4200 00
Dannebrog	9 53	20 31	2500 00	.....	2500 00	.....	2500 00
David City	15 00	23 88	16,000 00	.....	16,000 00	.....	16,000 00
Decatur	12 55	26 28	.....	.....	.....	.....	.....
De Witt	16 52	25 20	1000 00	.....	1000 00	1216 63	2216 63
Diller	12 45	14 28	.....	.....	.....	.....	.....
Dodge	16 75	24 22	2000 00	.....	2000 00	.....	2000 00
Dorchester	16 50	24 06	12,859 00	.....	12,859 00	.....	12,859 00
Douglas	13 94	16 45	600 00	.....	600 00	.....	600 00
Du Bois	9 50	14 31	.....	.....	.....	.....	.....
Elk Creek	7 71	12 63	.....	.....	.....	.....	.....

Elmwood	8 40	11 07	2723 25	278 91	2723 25	2358 37	5081 62
Elwood	8 44	10 96	3000 00	278 91	2721 09	471 68	3192 77
Emerson	16 15	24 35	2000 00	533 33	2000 00	129 25	2000 00
Endicott	11 58	21 68	2000 00	533 33	1466 67	105 26	1595 92
Ewing	13 68	21 77	3600 00	700 00	3600 00	187 84	3705 26
Exeter	12 87	17 69	4200 00	1858 15	3500 00	23 76	3687 84
Fairbury	13 73	19 83	5000 00	1858 15	3141 85	65 00	3165 61
Fairfield	12 24	21 50	6000 00	1858 15	6000 00	65 00	65 00
Fairmont	14 56	20 58	6000 00	1858 15	6000 00	65 00	6000 00
Firth	17 66	30 27	2100 00	1858 15	2100 00	65 00	2100 00
Franklin	10 58	15 79	35,000 00	1858 15	35,000 00	65 00	35,000 00
Fremont	18 37	26 11	35,000 00	1858 15	35,000 00	65 00	35,000 00
Friend	12 36	13 48	2000 00	1858 15	1000 00	327 00	1327 00
Fullerton	13 67	18 25	2000 00	1858 15	1000 00	327 00	1327 00
Gandy	15 98	23 38	8000 00	1858 15	8000 00	1920 00	9920 00
Geneva	5 30	6 43	1700 00	1858 15	1700 00	340 00	1700 00
Gering	11 55	16 62	1700 00	1858 15	1700 00	340 00	340 00
Gibbon	16 29	24 88	54,000 00	1858 15	54,000 00	340 00	54,000 00
Grafton	17 81	25 93	4500 00	1858 15	4500 00	340 00	4500 00
Grand Island	20 01	30 33	20,000 00	1858 15	20,000 00	340 00	20,000 00
Greeley Center	14 09	20 70	18,500 00	1858 15	15,500 00	2137 35	17,637 35
Hastings	17 80	20 32	1400 00	1858 15	1400 00	225 00	1625 00
Hebron	12 41	19 49	27,900 00	1858 15	27,900 00	225 00	27,900 00
Hickman	14 90	23 13	9000 00	1858 15	9000 00	225 00	9000 00
Holdrege	13 95	16 33	9000 00	1858 15	9000 00	225 00	9000 00
Hooper	16 60	24 07	720 00	1858 15	720 00	225 00	720 00
Humboldt	12 31	14 87	720 00	1858 15	720 00	225 00	720 00
Humphrey	10 90	20 40	42,400 00	1858 15	42,400 00	225 00	42,400 00
Johnson	14 08	33 79	18,000 00	1858 15	18,000 00	225 00	18,000 00
Junata	16 38	24 81	18,000 00	1858 15	18,000 00	225 00	18,000 00
Kearney	16 40	24 41	48 00	1858 15	48 00	225 00	48 00
Lexington	9 43	16 50	2000 00	1858 15	2000 00	225 00	2000 00
Liberty	15 95	29 46	3000 00	1858 15	3000 00	225 00	3000 00
Lindsay	11 82	18 74	2162 33	1858 15	2162 33	225 00	2162 33
Long Pine	15 95	29 46	837 67	1858 15	837 67	225 00	837 67
Louisville	11 82	18 74	837 67	1858 15	837 67	225 00	837 67

TABLE NO. 24.—Continued.
Graded Schools—Cost of Education, Bonded and Other Indebtedness for the Year Ending July 11, 1892.

TOWN.	COST OF EDUCATION.		Total School Bonded Indebt- edness.	Amount in Sink- ing Fund.	Balance of Bonded Debt.	All Other Indebt- edness.	Total Indebted- ness.
	Per Pupil Enrolled.	On Average Daily At- tendance.					
Lyons	13 86	27 20	4200 00	3300 00	900 00	.....	900 00
Madison	11 92	15 22	9000 00	.....	9000 00	1151 60	10,151 60
McCool Junction	8 09	17 21	2000 00	300 00	1700 00	335 58	2035 58
Mead	10 73	15 84	2600 00	.....	2600 00	.....	2600 00
Millard	21 75	31 01	.....	.....	.....	.....	.....
Milligan	15 88	21 48	.....	.....	.....	.....	.....
Minden	12 22	18 26	19,835 00	.....	19,835 00	.....	19,835 00
Nebraska City	16 79	24 77	20,000 00	.....	20,000 00	.....	20,000 00
Nelson	14 50	16 01	18,000 00	.....	18,000 00	.....	18,000 00
Nemaha City	10 80	17 55	2500 00	.....	2500 00	145 58	2645 58
Newman Grove	13 37	20 12	1900 00	.....	1900 00	.....	1900 00
Niobrara	16 02	23 00	3000 00	388 36	2611 64	500 00	3111 64
Norfolk	26 46	37 09	31,500 00	.....	31,500 00	6000 00	37,500 00
North Bend	16 18	26 08	4000 00	1118 00	2882 00	280 00	3162 00
North Loup	8 60	14 41	6000 00	.....	6000 00	1609 26	7609 26
North Platte	16 73	.....	.....	.....	.....	3087 23	3087 23
Oak	10 50	14 77	2000 00	.....	2000 00	45 00	2045 00
Oakland	13 55	21 96	10,000 00	500 00	9500 00	.....	9500 00
Odell	12 37	20 29	1000 00	.....	1000 00	.....	1000 00
Ohioa	13 31	21 78	.....	.....	.....	.....	.....
Ord	10 27	17 06	5500 00	.....	5500 00	.....	5500 00
Orleans	19 07	25 88	4500 00	.....	4500 00	322 14	4822 14

Pawnee City.....	13 23	19, 44	15,000 00	.....	15,000 00	.....	15,000 00
Pierce.....	15 75	31 36	5000 00	.....	5000 00	.....	5000 00
Ponca.....	11 57	15 28	.....	.....	.....	.....	.....
Randolph.....	6 90	26 02	4800 00	.....	4800 00	1919 75	6719 75
Ravenna.....	15 18	17 09	.....	.....	.....	.....	.....
Raymond.....	9 11	16 29	.....	.....	.....	280 00	280 00
Red Cloud.....	14 12	21 60	11,000 00	.....	11,000 00	.....	11,000 00
Rising City.....	12 79	22 15	3900 00	500 00	3400 00	580 00	3980 00
Roseland.....	11 93	16 73	1800 00	500 00	1300 00	.....	1300 00
Rulo.....	9 85	15 89	8000 00	.....	8000 00	.....	8000 00
Salem.....	8 52	16 70	4000 00	.....	4000 00	814 75	4814 75
Schuyler.....	15 11	23 47	10,600 00	2137 31	8462 69	.....	8462 69
Scribner.....	15 44	24 28	.....	.....	.....	.....	.....
Seward.....	15 50	20 19	.....	.....	.....	.....	.....
Sidney.....	13 21	23 04	12,000 00	.....	12,000 00	6349 97	18,349 97
South Omaha.....	17 15	23 39	.....	.....	.....	.....	.....
Steele City.....	12 67	22 37	.....	.....	.....	.....	.....
Sterling.....	15 74	20 53	8000 00	.....	8000 00	.....	8000 00
Stockville.....	9 69	14 29	500 00	103 45	396 55	.....	396 55
Stromsburg.....	16 03	20 97	3550 00	.....	3550 00	830 40	4380 40
Superior.....	14 79	26 09	21,000 00	6488 43	14,511 57	137 75	14,649 32
Sutton.....	15 30	19 87	8500 00	135 00	8365 00	777 20	9142 20
Syracuse.....	16 35	23 62	10,000 00	.....	10,000 00	.....	10,000 00
St. Paul.....	17 26	24 95	6000 00	1077 00	4923 00	287 75	5210 75
Tamora.....	6 74	10 53	2000 00	.....	2000 00	133 91	2133 91
Tecumseh.....	12 48	20 54	.....	.....	.....	.....	.....
Tekamah.....	10 77	17 52	5000 00	.....	5000 00	.....	5000 00
Ulysses.....	11 24	17 26	.....	.....	.....	1360 65	1360 65
Verdon.....	10 84	16 73	3500 00	.....	3500 00	.....	3500 00
Wahoo.....	18 72	24 50	7950 00	6000 00	1950 00	1600 00	3550 00
Wakefield.....	12 87	21 84	3750 00	2800 00	950 00	.....	950 00
Waterloo.....	9 82	20 16	1000 00	.....	1000 00	.....	1000 00
Wayne.....	19 36	24 01	5000 00	.....	5000 00	.....	5000 00
Weeping Water.....	14 42	21 13	11,600 00	1996 58	9603 42	.....	9603 42
West Lincoln.....	11 83	22 05	.....	.....	.....	.....	.....
West Point.....	14 40	24 72	7500 00	.....	7500 00	.....	7500 00

TABLE NO. 24.—*Continued.*
 Graded Schools—Cost of Education, Bonded and Other Indebtedness for the Year Ending July 11, 1892.

TOWN.	Cost of Education.		Total School Bonded Indebtedness.	Amount in Sinking Fund.	Balance of Bonded Debt.	All Other Indebtedness.	Total Indebtedness.
	Per Pupil Enrolled.	On Average Daily Attendance.					
Wilber.....	14 65	20 80	.....	.....	.....	167 00	167 00
Wilcox.....	14 97	19 73	.....	.....	2250 00	.....	2250 00
Wood River.....	.....	.....	.....	.....	.....	.....	.....
Wymore.....	11 95	19 32	12,300 00	.....	12,300 00	.....	12,300 00
York.....	13 53	20 42	25,000 00	2000 00	23,000 00	1500 00	24,500 00

TABLE NO. 25.

Graded Schools—Number of Children in District Between 5 and 21 Years,
Number Between 8 and 14 Years, and Number Between 8 and 14
Years Attending School for Year Ending July 13, 1891.

CITIES AND VILLAGES.	Total No. of Children in District.	Total No. in District Betw'n 8 and 14 Years Inclusive.	Total No. Betw'n 8 and 14 Years Inclusive At- tending School.
Total for state	105,714	50,069	42,994
Ainsworth	268	91	87
Albion	363	151	187
Alma	252	84	68
Arapahoe	286	90	114
Arlington	228	104	104
Ashland	624	465	457
Atkinson	305	162	259
Auburn	682	436	260
Aurora	696	460	452
Beatrice	2656	1221	1216
Beaver City	251	120	159
Blair	1124	483	585
Bloomington	269	186	135
Blue Hill	293	138	122
Blue Springs	310	136	181
Bradshaw	190	101	101
Broken Bow	409	187	107
Brownville	321	220	129
Carleton	236	90	66
Cambridge	209	156	156
Central City	567	215	185
Chadron	568	346	324
Clarks	292	230	120
Columbus	1155	449	315
Chester	208	110	110
Cortland	242	130	126
Cozad	210	93	101
Crete	1004	494	453
Creighton	337	146	144
Culbertson	244	123	131
Davenport	212	94	102
David City	684	260	245
Decatur	271	167	151
DeWitt	281	124	101
Dorchester	244	108	93
Edgar	422	170	201
Elm Creek	168	127	106

TABLE NO. 25.—*Continued.*

CITIES AND VILLAGES.	Total No. of Children in District.	Total No. in District Betw'n 8 and 14 Years Inclusive.	Total No. Betw'n 8 and 14 Years Inclusive At- tending School.
Ewing	147	72	115
Exeter	299	227	120
Fairbury	917	400	370
Fairfield	480	204	158
Falls City	962	478	358
Fairmont	424	196	205
Franklin	219	151	124
Fremont	2111	1336	921
Friend	434	285	272
Fullerton	367	217	182
Geneva	686	485	313
Genoa	236	85	79
Gibbon	267	141	106
Grafton	247	154	128
Grand Island	2308	1086	1073
Greenwood	225	130	130
Hardy	151	88	67
Hartington	271	175	140
Harvard	542	345	311
Hastings	1942	929	919
Hebron	605	298	297
Holdrege	528	224	240
Hooper	275	132	115
Humboldt	458	194	239
Indianola	552	222	156
Juniata	231	160	154
Kearney	2180	1150	866
Kenesaw	179	75	91
Lexington	436	273	232
Liberty	206	139	92
Lincoln	11,031	4020	3450
Long Pine	253	112	115
Louisville	278	183	98
Loup City	250	159	150
Lyons	192	90	124
Madison	437	178	178
McCook .....	.....	.....	.....
Mead	157	72	88
Milford	293	132	136
Minden	510	240	252
Nebraska City	2293	975	882
Neligh	432	185	174

TABLE NO. 25.—*Continued.*

CITIES AND VILLAGES.	Total No. of Children in District.	Total No. in District Betw'n 8 and 14 Years Inclusive.	Total No. Betw'n 8 and 14 Years Inclusive At- tending School.
Nelson	309	134	147
Norfolk	1199	541	333
North Bend	389	167	104
North Loup	231	94	106
North Platte	1029	472	534
Oakdale	227	111	111
Oakland	378	160	145
Odell	165	109	96
Ohioa	174	79	91
Omaha	27,281	11,609	8413
O'Neill	360	174	173
Ord	452	285	289
Orleans	277	120	121
Osceola	336	167	192
Oxford	178	205	110
Papillion	242	180	130
Pawnee City	624	279	281
Plainview	177	95	87
Plattsmouth	1831	1124	738
Ponca	443	215	206
Ravenna	208	110	92
Red Cloud	728	328	340
Reynolds	121	54	50
Riverton	156	103	98
Rulo	320	140	119
St. Paul	437	367	347
Schuyler	992	394	383
Scribner	261	119	107
Seward	754	364	350
Shelton	225	149	137
Sidney	269	180	103
South Omaha	2255	1291	960
Stanton	323	212	178
Sterling	316	145	128
Stromsburg	372	157	165
Superior	501	.....	312
Sutton	514	.....	252
Syracuse	321	156	156
Table Rock	222	157	185
Tecumseh	850	349	267
Tekamah	508	227	226
Tobias	256	115	105

TABLE NO. 25.—*Continued.*

CITIES AND VILLAGES.	Total No. of Children		
	in District.	Total No. in District Betw'n 8 and 14 Years Inclusive.	Total No. Betw'n 8 and 14 Years Inclusive At- tending School.
Trenton.....			
Ulysses	278	110	110
Utica.....	221	143	143
Valparaiso	266	170	160
Wahoo.....	806	746	600
Wakefield	221	86	123
Wayne.....	403	300	296
Weeping Water.....	566	261	274
West Point	703	296	242
Wilber.....	523	226	227
Wisner	282	234	234
Wood River.....	265	115	111
Wymore.....	674	379	300
York.....	1203	782	644

TABLE NO. 26.

Graded Schools—Number of Children in District Between 5 and 21 Years, Number Between 8 and 14 Years, and Number Between 8 and 14 Years Attending School, for the Year Ending July 11, 1892.

CITIES AND VILLAGES.	NUMBER OF CHILDREN IN DISTRICT.			NUMBER OF CHILDREN IN DISTRICT BETWEEN 8 AND 14 YEARS, INCLUSIVE.			NUMBER OF CHILDREN BETWEEN THE AGES OF 8 AND 14, WHO ATTENDED SCHOOL.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Totals.....	31,373	33,082	64,455	11,902	12,463	24,365	11,506	11,645	23,151
Alnsworth.....	124	170	294	65	75	140	51	63	114
Albion.....	199	217	416	81	87	168	94	102	196
Alliance.....	98	136	234	79	56	135	56	80	136
Arlington.....	126	115	241	76	68	144	53	58	111
Ashland.....	349	361	710	253	264	517	249	255	504
Atkinson.....	135	170	305	58	65	123	41	41	82
Auburn.....	323	359	682	120	198	318	112	122	234
Aurora.....	320	329	649	167	168	335	195	194	389
Beatrice.....	1466	1524	2990	672	666	1338	704	667	1371
Beaver City.....	121	154	275	81	97	178	56	83	139
Bennett.....	109	99	208	54	50	104	38	41	79
Blair.....	535	586	1121	259	257	516	259	279	538
Blue Hill.....	143	159	302	.....	.....	.....	.....	.....	.....
Boelus.....	59	60	119	29	31	60	18	30	48
Bradshaw.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brainard.....	57	56	113	33	34	67	51	48	99
Broken Bow.....	229	243	472	160	174	334	140	170	310
Brownville.....	160	161	321	74	98	172	59	81	140
Calhoun.....	92	86	178	.....	.....	.....	.....	.....	.....
Cambridge.....	93	111	204	44	48	92	81	96	177
Central City.....	231	285	516	99	133	232	138	182	320

TABLE NO. 26.—Continued.

Graded Schools—Number of Children in District Between 5 and 21 Years, Number Between 8 and 14 Years, and Number Between 8 and 14 Years Attending School, for the Year Ending July 11, 1892.

CITIES AND VILLAGES.	NUMBER OF CHILDREN IN DISTRICT.			NUMBER OF CHILDREN IN DISTRICT BETWEEN 8 AND 14 YEARS, INCLUSIVE.			NUMBER OF CHILDREN BETWEEN THE AGES OF 8 AND 14, WHO ATTENDED SCHOOL.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Chadron	282	319	601	120	127	247	135	147	282
Clarks	139	158	297	51	67	118	80	45	125
Clarkson	30	42	72	18	18	36	18	18	36
Clay Center	82	88	170	42	33	75	40	31	71
Clearwater	30	37	67	14	18	32	14	18	32
Columbus	585	651	1236	273	256	529	219	220	439
Cortland	114	116	230	82	83	165	78	80	158
Craig	79	75	154	78	54	132	25	44	69
Crawford	86	94	180	32	36	68	31	32	63
Creighton	152	185	337	65	84	149	59	86	145
Culbertson	146	146	292	66	69	135	63	66	129
Curtis	78	81	159	.....	.....	.....	.....	.....	.....
Dannebrog	84	56	140	.....	.....	.....	.....	.....	.....
David City	342	344	686	150	149	299	168	171	339
Decatur	145	129	274	68	49	117	56	47	103
DeWitt	152	144	296	68	70	138	50	48	98
Diller	89	82	171	58	44	102	58	44	102
Dodge	116	115	231	55	53	108	65	49	114
Dorchester	116	118	234	72	68	140	71	66	137
Douglas	62	60	122	35	28	63	31	28	59
Dubois	68	66	134	39	37	76	32	37	69
Elk Creek	55	80	135	34	50	84	30	35	65

Elmwood	74	144	70	58	128	67	56	123
Elwood	64	142	70	58	128	67	56	123
Emerson	78	125	53	53	106	33	25	58
Emcott	71	135	44	38	82	47	37	84
Ewing	66	148	134	137	271	79	80	159
Exeter	183	938	99	105	204	90	82	172
Fairbury	493	520	26	27	53	28	27	55
Fairfield	268	448	81	90	171	61	66	127
Farmont	231	118	137	150	287	131	139	270
Firth	60	111	10	12	22	10	12	22
Franklin	111	249	50	53	103	65	66	131
Fremont	1007	2142	507	582	1089	496	581	1077
Friend	228	434	470	486	956	467	462	929
Fullerton	166	356	36	42	78	32	40	72
Gandy	34	76	170	165	335	159	143	302
Geneva	310	620	58	67	125	53	68	121
Gering	13	27	91	60	151	40	30	70
Gibbon	135	288	26	27	53	37	43	80
Grafton	110	229	67	69	136	67	64	131
Grand Island	1034	2228	110	116	226	138	111	249
Greeley Center	107	236	72	67	139	66	53	119
Hastings	1063	2301	40	45	85	35	39	74
Hebron	300	605	62	45	107	66	68	134
Hickman	81	174	55	67	122	52	63	115
Holdrege	328	703	115	115	226	138	111	249
Hooper	140	302	26	27	53	37	43	80
Humboldt	204	440	67	69	136	67	64	131
Humphrey	174	316	91	60	151	40	30	70
Johnson	58	115	26	27	53	37	43	80
Juniaata	131	278	67	69	136	67	64	131
Kearney	1227	2367	110	116	226	138	111	249
Lexington	221	485	72	67	139	66	53	119
Liberty	109	206	40	45	85	35	39	74
Lindsay	45	105	62	45	107	66	68	134
Long Pine	106	208	62	45	107	66	68	134
Louisville	134	269	55	67	122	52	63	115

TABLE NO. 26.—Continued.

Graded Schools—Number of Children in District Between 5 and 21 Years, Number Between 8 and 14 Years, and Number Between 8 and 14 Years Attending School, for the Year Ending July 11, 1892.

CITIES AND VILLAGES.	NUMBER OF CHILDREN IN DISTRICT.			NUMBER OF CHILDREN IN DISTRICT BETWEEN 8 AND 14 YEARS, INCLUSIVE.			NUMBER OF CHILDREN BETWEEN THE AGES OF 8 AND 14, WHO ATTENDED SCHOOL.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Chadron	282	319	601	120	127	247	135	147	282
Clarks	139	158	297	51	67	118	80	45	125
Clarkson	30	42	72	18	18	36	18	18	36
Clay Center	82	88	170	42	33	75	40	31	71
Clearwater	30	37	67	14	18	32	14	18	32
Columbus	585	651	1236	273	256	529	219	220	439
Cortland	114	116	230	82	83	165	78	80	158
Craig	79	75	154	78	54	132	25	44	69
Crawford	86	94	180	32	36	68	31	32	63
Creighton	152	185	337	65	84	149	59	86	145
Culbertson	146	146	292	66	69	135	63	66	129
Curtis	78	81	159	.....	.....	.....	.....	.....	.....
Dannebrog	84	56	140	.....	.....	.....	.....	.....	.....
David City	342	344	686	150	149	299	168	171	339
Deatur	145	129	274	68	49	117	56	47	103
DeWitt	152	144	296	68	70	138	50	48	98
Diller	89	82	171	58	44	102	58	44	102
Dodge	116	115	231	55	53	108	65	49	114
Dorchester	116	118	234	72	68	140	71	66	137
Douglas	62	60	122	35	28	63	31	28	59
Dubois	68	66	134	39	37	76	32	37	69
Elk Creek	55	80	135	34	50	84	30	35	65

Elmwood	74	144	70	58	128	67	56	123
Elwood	64	142	70	58	128	67	56	123
Emerson	64	125	53	53	106	33	25	58
Emdicott	71	135	44	38	82	47	37	84
Ewing	66	148	134	137	271	79	80	159
Exeter	183	353						
Fairbury	493	938						
Fairfield	252	520	99	105	204	90	82	172
Fairmont	217	448						
Firth	60	118	26	27	53	28	27	55
Franklin	111	249	81	90	171	61	66	127
Fremont	1007	2142						
Friend	206	434	137	150	287	131	139	270
Fullerton	166	356						
Gandy	34	76						
Geneva	310	620						
Gering	13	27	10	12	22	10	12	22
Gibbon	153	288						
Grafton	110	229	50	53	103	65	66	131
Grand Island	1034	2228	507	582	1083	496	581	1077
Greeley Center	107	236						
Hastings	1063	2201	470	486	956	467	462	929
Hebron	305	605						
Hickman	81	174	36	42	78	32	40	72
Holdrege	328	703	170	165	335	159	143	302
Hooper	140	302	58	67	125	53	68	121
Humboldt	204	440						
Humphrey	174	316	91	60	151	40	30	70
Johnson	58	115	26	27	53	37	43	80
Junia	131	278	67	69	136	67	64	131
Kearney	1227	2367						
Lexington	221	485	110	116	226	138	111	249
Liberty	97	206	72	67	139	66	53	119
Lindsay	45	105	40	45	85	35	39	74
Long Pine	106	208	62	45	107	66	68	134
Louisville	134	269	55	67	122	52	63	115

TABLE NO. 26.—Continued.

Graded Schools—Number of Children in District Between 5 and 21 Years, Number Between 8 and 14 Years, and Number Between 8 and 14 Years Attending School, for the Year Ending July 11, 1892.

CITIES AND VILLAGES.	NUMBER OF CHILDREN IN DISTRICT.			NUMBER OF CHILDREN IN DISTRICT BETWEEN 8 AND 14 YEARS, INCLUSIVE.			NUMBER OF CHILDREN BETWEEN THE AGES OF 8 AND 14, WHO ATTENDED SCHOOL.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Lyons	124	108	232	85	72	157	66	55	101
Madison.....	233	229	462	145	176	321	93	80	173
McCool Junction ..	54	45	99	23	23	46	24	25	49
Mead.....	95	87	182	47	53	100	43	53	96
Millard.....	68	76	144	31	39	70	24	46	70
Milligan	62	67	129	30	32	62	29	24	53
Minden	278	303	581	115	123	238	132	133	265
Nebraska City.....	1172	1232	2404	452	559	1011	430	413	843
Nelson.....	169	177	346	120	134	254	103	101	204
Nemaha City.....	93	92	185	.....	.....	.....	.....	.....	.....
Newman Grove.....	67	86	153	45	24	69	38	22	60
Niobrara.....	104	108	212	50	43	93	30	38	68
Norfolk	604	643	1247	265	282	547	268	263	531
North Bend.....	198	195	393	92	94	186	92	94	186
North Loup.....	110	115	225	.....	.....	.....	.....	.....	.....
North Platte.....	445	449	894	.....	.....	.....	.....	.....	.....
Oak	43	60	103	18	25	43	17	24	41
Oakland	197	203	400	90	92	182	85	82	167
Odell	96	89	185	47	43	90	35	43	78
Ohiova	109	113	222	55	52	107	61	61	122
Ord	283	288	571	191	203	394	121	101	222
Orleans.....	132	135	267	70	71	141	81	90	171

Pawnee City.....	390	624	132	147	279	138	140	278
Pierce.....	112	225	54	49	103	50	45	95
Ponca.....	222	473	...	...	...	...	...	...
Randolph.....	99	207	46	52	98	54	56	110
Ravenna.....	103	206	70	78	148	78	70	148
Raymond.....	60	119	39	29	68	35	32	67
Red Cloud.....	319	647	...	...	...	...	...	...
Rising City.....	110	216	12	24	36	12	23	35
Roseland.....	69	143	32	24	56	30	24	54
Rulo.....	176	312	59	72	131	110	114	224
Salem.....	136	134	75	84	159	51	45	96
Schuyler.....	472	926	184	178	362	220	176	396
Scribner.....	135	273	71	66	137	79	64	143
Seward.....	357	728	...	...	...	...	...	...
Sidney.....	155	315	86	78	164	70	81	151
South Omaha.....	1468	2919	669	719	1388	510	532	1042
Steele City.....	85	184	43	39	82	44	39	83
Sterling.....	160	317	96	104	200	138	129	267
Stockville.....	65	145	38	37	75	37	35	72
Stromsburg.....	170	371	...	...	...	...	...	...
Superior.....	251	534	107	149	256	151	229	380
Sutton.....	325	708	156	163	319	153	146	299
Syracuse.....	168	351	95	101	196	86	87	173
St. Paul.....	224	470	107	112	219	107	116	223
Tamora.....	62	90	41	19	60	41	19	60
Tecumseh.....	464	896	...	...	...	...	...	...
Tekamah.....	261	508	142	107	249	141	104	245
Ulysses.....	150	291	70	70	140	63	69	132
Verdon.....	74	144	...	...	...	...	...	...
Wahoo.....	371	794	159	267	426	150	250	400
Wakefield.....	93	201	...	...	...	...	...	...
Waterloo.....	83	172	47	53	100	69	61	130
Wayne.....	224	440	...	...	...	...	...	...
Weeping Water.....	275	566	130	131	261	119	150	269
West Lincoln.....	70	135	44	38	82	37	35	72
West Point.....	299	682	153	161	314	148	140	288

TABLE NO. 26.—Continued.

Graded Schools—Number of Children in District Between 5 and 21 Years, Number Between 8 and 14 Years, and Number Between 8 and 14 Years Attending School, for the Year Ending July 11, 1892.

CITIES AND VILLAGES.	NUMBER OF CHILDREN IN DISTRICT.			NUMBER OF CHILDREN IN DISTRICT BETWEEN 8 AND 14 YEARS, INCLUSIVE.			NUMBER OF CHILDREN BETWEEN THE AGES OF 8 AND 14, WHO ATTENDED SCHOOL.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Lyons	124	108	232	85	72	157	66	55	101
Madison.....	233	229	462	145	176	321	93	80	173
McCool Junction ..	54	45	99	23	23	46	24	25	49
Mead.....	95	87	182	47	53	100	43	53	96
Millard.....	68	76	144	31	39	70	24	46	70
Milligan.....	62	67	129	30	32	62	29	24	53
Minden.....	278	303	581	115	123	238	132	133	265
Nebraska City.....	1172	1232	2404	452	559	1011	430	413	843
Nelson.....	169	177	346	120	134	254	103	101	204
Nemaha City.....	93	92	185	45	24	69	38	22	60
Newman Grove.....	67	86	153	50	43	93	30	38	68
Niobrara.....	104	108	212	50	50	100	268	263	531
Norfolk.....	604	643	1247	265	282	547	268	263	531
North Bend.....	198	195	393	92	94	186	92	94	186
North Loup.....	110	115	225	.....	.....	.....	.....	.....	.....
North Platte.....	445	449	894	.....	.....	.....	.....	.....	.....
Oak.....	43	60	103	18	25	43	17	24	41
Oakland.....	197	203	400	90	92	182	85	82	167
Odell.....	96	89	185	47	43	90	35	43	78
Ohioa.....	109	113	222	55	52	107	61	61	122
Ord.....	283	288	571	191	203	394	121	101	222
Orleans.....	132	135	267	70	71	141	81	90	171

Pawnee City.....	294	330	624	132	147	279	138	140	278
Pierce.....	113	112	225	54	49	103	50	45	95
Ponca.....	251	222	473	.....	.....	.....	.....	.....	.....
Randolph.....	108	99	207	46	52	98	54	56	110
Ravenna.....	103	103	206	78	70	148	78	70	148
Raymond.....	59	60	119	39	29	68	35	32	67
Red Cloud.....	328	319	647	.....	.....	.....	.....	.....	.....
Rising City.....	106	110	216	12	24	36	12	23	35
Roseland.....	74	69	143	32	24	56	30	24	54
Rulo.....	136	176	312	59	72	131	110	114	224
Salem.....	120	134	254	75	84	159	51	45	95
Schuyler.....	472	454	926	184	178	362	220	176	396
Scribner.....	138	135	273	71	66	137	79	64	143
Seward.....	371	357	728	.....	.....	.....	.....	.....	.....
Sidney.....	155	160	315	86	78	164	70	81	151
South Omaha.....	1468	1451	2919	669	719	1388	510	532	1042
Steele City.....	85	99	184	43	39	82	44	39	83
Sterling.....	160	157	317	96	104	200	138	129	267
Stockville.....	80	65	145	38	37	75	37	35	72
Stromsburg.....	170	201	371	.....	.....	.....	.....	.....	.....
Superior.....	251	283	534	107	149	256	151	229	380
Sutton.....	325	383	708	156	163	319	153	146	299
Syracuse.....	168	183	351	95	101	196	86	87	173
St. Paul.....	224	246	470	107	112	219	107	116	223
Tamora.....	62	90	90	41	19	60	41	19	60
Tecumseh.....	464	432	896	.....	.....	.....	.....	.....	.....
Tekamah.....	261	247	508	142	107	249	141	104	245
Ulysses.....	141	150	291	70	70	140	63	69	132
Verdon.....	74	74	144	.....	.....	.....	.....	.....	.....
Wahoo.....	371	423	794	159	267	426	150	250	400
Wakefield.....	93	108	201	.....	.....	.....	.....	.....	.....
Waterloo.....	83	83	172	47	53	100	69	61	130
Wayne.....	224	216	440	.....	.....	.....	.....	.....	.....
Weeping Water.....	275	291	566	130	131	261	119	150	269
West Lincoln.....	70	65	135	44	38	82	37	35	72
West Point.....	299	383	682	153	161	314	148	140	288

TABLE NO. 26.—*Continued.*

Graded Schools—Number of Children in District Between 5 and 21 Years, Number Between 8 and 14 Years, and Number Between 8 and 14 Years Attending School, for the Year
Ending July 11, 1892.

CITIES AND VILLAGES.	NUMBER OF CHILDREN IN DISTRICT.			NUMBER OF CHILDREN IN DISTRICT BETWEEN 8 AND 14 YEARS, INCLUSIVE.			NUMBER OF CHILDREN BETWEEN THE AGES OF 8 AND 14, WHO ATTENDED SCHOOL.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Wilber	233	263	496	158	155	313	125	115	240
Wilcox	47	56	103	23	26	49	25	26	51
Wood River	168	156	324	82	73	155	89	90	179
Wymore	381	374	755	137	141	278	232	199	431
York	527	630	1175	274	262	536	262	260	522

TABLE NO. 27.

Graded Schools—Enrollment by Departments for the Year Ending
July 13, 1891.

CITIES AND VILLAGES.	NO. PUPILS ENROLLED.				Total Enrollment.
	Primary.	Intermediate.	Grammar.	High School.	
Total for state.....	34,543	19,290	13,266	7206	74,305
Ainsworth.....	105	62	62	33	262
Albion.....	129	111	51	33	324
Alma.....	123	81	27	58	289
Arapahoe.....	105	58	37	39	239
Arlington.....	56	37	33	25	151
Ashland.....	182	190	150	40	562
Atkinson.....	133	51	54	53	291
Auburn.....	175	166	63	107	511
Aurora.....	265	146	187	92	690
Beatrice.....	1366	.....	416	126	1908
Beaver City.....	102	34	38	36	210
Blair.....	388	182	222	114	906
Bloomington.....	89	44	34	56	223
Blue Hill.....	137	57	35	21	250
Blue Springs.....	108	85	31	26	250
Bradshaw.....	49	48	33	44	174
Broken Bow.....	193	120	94	43	450
Brownville.....	96	69	42	21	228
Carleton.....	55	51	45	38	189
Cambridge.....	73	60	49	29	211
Central City.....	80	245	50	56	431
Chadron.....	156	153	70	70	449
Clarks.....	95	52	58	40	245
Columbus.....	272	315	52	46	685
Chester.....	70	35	34	60	199
Cortland.....	66	67	46	52	231
Cozad.....	56	99	53	.....	208
Crete.....	349	175	73	108	705
Creighton.....	95	81	85	64	325
Culbertson.....	73	73	39	41	226
Davenport.....	74	56	46	24	200
David City.....	270	231	76	52	629
Decatur.....	91	63	30	23	207
De Witt.....	96	75	48	32	251
Dorchester.....	63	56	38	49	206
Edgar.....	146	91	49	99	385
Elm Creek.....	56	40	33	35	164

TABLE NO. 27.—*Continued.*

CITIES AND VILLAGES.	NO. PUPILS ENROLLED.				Total Enrollment.
	Primary.	Intermediate.	Grammar.	High School.	
Ewing	49	60	42	23	174
Exeter	73	62	75	49	259
Fairbury	270	250	153	60	733
Fairfield	202	90	44	64	400
Falls City	249	181	119	112	661
Fairmont	165	115	37	59	376
Franklin	81	44	46	40	211
Fremont	521	500	377	108	1506
Friend	149	110	95	22	376
Fullerton	57	98	79	88	322
Geneva	266	203	48	64	581
Genoa	53	51	37	40	181
Gibbon	56	53	46	49	204
Grafton	78	49	49	40	216
Grand Island	1147	445	190	102	1884
Greenwood	79	50	48	31	208
Hardy	39	44	38	.....	121
Hartington	112	39	38	19	208
Harvard	220	128	148	36	532
Hastings	569	500	405	90	1564
Hebron	179	163	102	56	500
Holdrege	237	103	111	51	502
Hooper	69	57	42	37	205
Humboldt	156	108	101	78	443
Indianola	76	70	71	15	232
Juniata	46	50	62	15	173
Kearney	790	498	156	82	1526
Kenesaw	58	50	22	27	157
Lexington	186	60	96	60	402
Liberty	42	35	84	13	174
Lincoln	2670	2018	942	282	5912
Long Pine	89	40	38	33	200
Louisville	76	31	40	40	187
Loup City	62	44	42	50	198
Lyons	54	37	33	35	159
Madison	161	98	64	48	371
McCook .....	.....	.....	.....	.....	.....
Mead	55	51	45	.....	151
Milford	58	63	53	55	229
Minden	209	132	54	80	475
Nebraska City	460	459	270	120	1309
Neligh	134	116	69	35	354

TABLE NO. 27.—*Continued.*

CITIES AND VILLAGES.	NO. PUPILS ENROLLED.				Total Enrollment.
	Primary.	Intermediate.	Grammar.	High School.	
Nelson	110	85	46	42	283
Norfolk	326	310	120	63	819
North Bend	132	77	46	58	313
North Loup	56	49	48	49	202
North Platte	448	217	123	48	836
Oakdale	64	50	53	29	196
Oakland	166	60	49	29	304
Odell	52	58	31	13	154
Ohioia	68	50	23	32	173
Omaha	8351	2916	2182	644	14,093
O'Neill	192	65	154	50	461
Ord	200	134	46	33	413
Orleans	106	32	53	21	212
Osceola	108	83	100	43	334
Oxford	54	33	30	21	138
Papillion	68	60	44	44	216
Pawnee City	233	105	160	60	558
Plainview	63	51	48	.....	162
Plattsmouth	494	420	220	68	1202
Ponca	134	109	123	51	417
Ravenna	71	43	43	24	181
Red Cloud	334	112	84	100	630
Reynolds	50	50	28	.....	128
Riverton	49	59	38	.....	146
Rulo	77	48	60	41	226
St. Paul	200	100	91	46	437
Schuyler	440	182	81	61	764
Scribner	74	49	45	48	216
Seward	187	175	187	51	600
Shelton	69	50	55	55	229
Sidney	121	83	32	23	259
South Omaha	1168	295	92	31	1586
Stanton	121	40	46	44	251
Sterling	81	69	58	54	262
Stromsburg	128	90	42	32	292
Superior	200	105	60	90	455
Sutton	291	156	32	34	513
Syracuse	100	64	82	18	264
Table Rock	73	60	53	39	225
Tecumseh	346	125	56	64	591
Tekamah	200	132	64	70	466
Tobias	128	49	30	16	223

TABLE NO. 27.—*Continued.*

CITIES AND VILLAGES.	NO. PUPILS ENROLLED.				Total Enrollment.
	Primary.	Intermediate.	Grammar.	High School.	
Trenton	63	82	32	50	227
Ulysses	62	53	50	39	204
Utica	69	56	65	51	241
Valparaiso	339	121	107	141	708
Wahoo	76	42	30	21	169
Wakefield	183	56	81	51	371
Wayne	180	124	111	60	475
Weeping Water	202	117	85	16	420
West Point	290	52	75	21	438
Wilber	57	59	80	48	244
Wisner	105	77	36	21	239
Wood River	250	200	50	49	549
Wymore	395	237	212	106	950
York					

TABLE NO. 28.

Graded Schools—Enrollment by Departments for the Year Ending July 11, 1892.

CITIES AND VILLAGES.	No. Pupils Enroll'd in Primary Dept., Including 1st, 2d, 3d, & 4th Grades.			No. Pupils Enroll'd in Grammar Dp't, Including 5th, 6th, 7th, & 8th Grades.			No. Pupils Enroll'd in High Sch'l Dp't, Includ'g 9th, 10th, 11th, & 12th Grades			Total Enrollment.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Total for the state.....	15,459	14,899	30,358	7,573	8,160	15,733	2,387	3,392	5,779	25,419	26,451	51,870
Ainsworth	75	85	160	35	40	75	16	19	35	126	144	270
Albion	102	90	192	70	60	130	24	20	44	196	170	366
Alliance	62	65	127	40	64	104	6	14	20	108	143	251
Arlington	58	53	111	27	23	50	14	14	28	99	90	189
Ashland	127	153	280	93	97	190	30	40	70	250	290	540
Atkinson	97	61	158	40	49	89	15	34	49	152	144	296
Auburn	151	176	327	56	50	106	29	56	85	236	282	518
Aurora	179	179	358	123	125	248	35	60	95	337	364	707
Beatrice	749	657	1,406	263	314	577	46	91	137	1,058	1,062	2,120
Beaver City	62	79	141	40	60	100	19	20	39	121	159	280
Bennett	30	28	58	27	20	47	18	17	35	75	65	140
Blair	320	330	650	97	95	192	33	69	102	450	494	944
Blue Hill	62	46	108	25	35	60	13	19	32	100	100	200
Boelus	24	23	47	26	32	58	.....	.....	.....	50	55	105
Bradshaw	45	41	86	26	36	62	24	25	49	95	102	197
Brainard	41	34	75	15	16	31	13	10	23	69	60	129
Broken Bow	130	150	280	70	100	170	30	40	70	230	290	520
Brownville	40	42	82	36	36	76	49	38	87	129	116	245
Calhoun	29	28	57	22	16	38	11	18	29	62	62	124
Cambridge	48	56	104	33	49	82	13	18	31	94	123	217

Du Bois.....	33	41	74	35	25	60	68	66	134
Elk Creek.....	44	24	68	17	10	27	70	48	118
Elmwood.....	35	28	63	13	27	40	48	60	108
Elwood.....	48	37	85	22	28	50	70	65	135
Emerson.....	30	21	51	25	25	50	55	46	101
Endicott.....	40	33	73	25	26	51	65	59	124
Ewing.....	43	33	76	41	29	70	70	88	183
Exeter.....	76	86	162	57	48	105	95	159	319
Fairbury.....	263	220	483	99	142	241	410	180	812
Fairfield.....	127	108	235	70	70	140	213	402	411
Fairmont.....	111	80	191	66	79	145	201	198	390
Firth.....	42	34	76	28	18	46	70	189	320
Franklin.....	81	66	147	24	52	76	107	123	230
Fremont.....	555	560	1115	190	220	410	771	849	1620
Friend.....	136	126	262	42	54	96	22	185	380
Fullerton.....	83	96	179	28	38	66	141	178	319
Gandy.....	25	29	54	9	17	26	34	46	80
Geneva.....	191	201	392	65	83	148	284	325	609
Gering.....	8	9	17	18	19	37	27	30	57
Gibbon.....	43	47	90	49	54	103	113	123	236
Grafton.....	59	48	107	24	30	54	96	101	197
Grand Island.....	657	648	1305	234	251	485	945	969	1914
Greeley Center.....	43	39	82	28	42	70	124	110	194
Hastings.....	503	503	1006	201	225	426	753	786	1539
Hebron.....	117	120	237	77	75	152	218	225	443
Hickman.....	50	53	103	14	25	39	64	82	146
Holdrege.....	163	168	331	96	90	186	273	296	569
Hooper.....	69	90	159	21	27	48	109	137	246
Humboldt.....	126	135	261	50	57	107	204	247	451
Humphrey.....	25	20	45	20	18	38	47	46	93
Johnson.....	30	32	62	26	28	54	56	60	116
Junata.....	57	64	121	20	25	45	107	109	216
Kearney.....	470	482	952	245	263	508	752	796	1548
Lexington.....	105	94	199	68	75	143	201	205	406
Liberty.....	66	53	119	40	43	83	115	108	223
Lindsay.....	23	17	40	17	17	34	21	34	74

TABLE NO. 28. — *Continued.*

Graded Schools—Enrollment by Departments for the Year Ending July 11, 1892.

CITIES AND VILLAGES.	No. Pupils Enroll'd in Primary Dept., Including 1st, 2d, 3d, & 4th Grades.			No. Pupils Enroll'd in Grammar Dept., Including 5th, 6th, 7th, & 8th Grades.			No. Pupils Enroll'd in High Sch'l Dpt., Including 9th, 10th, 11th, & 12th Grades.			Total Enrollment.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Central City	100	115	215	128	178	306	33	61	94	261	354	615
Chadron	156	136	292	45	56	101	25	42	67	226	234	460
Clarks	40	45	85	60	80	140	18	26	44	118	151	269
Clarkson	14	26	40	12	8	20	.....	.....	.....	26	34	60
Clay Center	57	52	109	25	23	48	.....	10	17	89	85	174
Clearwater	20	21	41	20	33	53	.....	.....	.....	40	54	94
Columbus	195	201	396	110	120	230	25	39	64	330	360	690
Cortland	72	78	150	40	41	81	.....	.....	.....	72	70	142
Craig	35	29	64	21	30	51	16	11	27	72	70	142
Crawford	41	40	81	31	31	62	6	14	20	78	85	163
Creighton	72	78	150	64	70	134	13	12	25	149	160	309
Culbertson	62	62	124	38	46	84	5	11	16	105	119	224
Curtis	39	29	68	20	25	45	15	20	35	74	74	148
Dannebrog	55	34	89	11	5	16	.....	.....	.....	66	39	105
David City	193	181	374	83	92	175	34	40	74	310	313	623
Decatur	61	54	115	20	16	36	26	24	50	107	94	201
DeWitt	78	70	148	25	35	60	11	19	30	114	124	238
Diller	33	28	61	23	17	40	10	6	16	66	51	117
Dodge	42	48	90	42	38	80	28	19	47	112	105	217
Dorchester	35	36	71	19	17	36	21	17	38	75	70	145
Douglas	19	10	29	16	18	34	.....	.....	.....	31	28	59

Du Bois.....	33	41	74	35	25	60	.....	.....	.....	.....	68	66	134
Elk Creek.....	44	24	68	17	10	27	.....	.....	.....	.....	70	48	118
Elmwood.....	35	28	63	13	27	40	.....	.....	.....	.....	48	60	108
Elwood.....	48	37	85	22	28	50	.....	.....	.....	.....	70	65	135
Emerson.....	30	21	51	25	25	50	.....	.....	.....	.....	55	46	101
Endicott.....	40	33	73	25	26	51	.....	.....	.....	.....	65	59	124
Ewing.....	43	33	76	41	29	70	.....	.....	.....	.....	11	88	183
Exeter.....	76	86	162	57	48	105	.....	.....	.....	.....	37	95	188
Fairbury.....	263	220	483	99	142	241	.....	.....	.....	.....	159	160	319
Fairfield.....	127	108	235	70	70	140	.....	.....	.....	.....	410	402	812
Fairmont.....	111	80	191	66	79	145	.....	.....	.....	.....	213	198	411
Firth.....	42	34	76	28	18	46	.....	.....	.....	.....	201	189	390
Franklin.....	81	66	147	24	52	76	.....	.....	.....	.....	70	52	122
Fremont.....	555	560	1115	190	220	410	.....	.....	.....	.....	107	123	230
Friend.....	136	126	262	42	54	96	.....	.....	.....	.....	771	849	1620
Fullerton.....	83	96	179	28	38	66	.....	.....	.....	.....	185	195	380
Gandy.....	25	29	54	9	17	26	.....	.....	.....	.....	141	178	319
Geneva.....	191	201	392	65	83	148	.....	.....	.....	.....	34	46	80
Gering.....	8	9	17	18	19	37	.....	.....	.....	.....	284	325	609
Gibbon.....	43	47	90	49	54	103	.....	.....	.....	.....	27	30	57
Grafton.....	59	48	107	24	30	54	.....	.....	.....	.....	113	123	236
Grand Island.....	657	648	1305	234	251	485	.....	.....	.....	.....	96	101	197
Greeley Center.....	43	39	82	28	42	70	.....	.....	.....	.....	945	969	1914
Hastings.....	503	503	1006	201	225	426	.....	.....	.....	.....	42	753	139
Hebron.....	117	120	237	77	75	152	.....	.....	.....	.....	107	786	1539
Hickman.....	50	53	103	14	25	39	.....	.....	.....	.....	218	225	443
Holdrege.....	163	168	331	96	90	186	.....	.....	.....	.....	64	82	146
Hooper.....	69	90	159	21	27	48	.....	.....	.....	.....	273	296	569
Humboldt.....	126	135	261	50	57	107	.....	.....	.....	.....	109	137	246
Humphrey.....	25	20	45	20	18	38	.....	.....	.....	.....	204	247	451
Johnson.....	30	32	62	26	28	54	.....	.....	.....	.....	47	46	93
Junietta.....	57	64	121	20	25	45	.....	.....	.....	.....	56	60	116
Kearney.....	470	482	952	245	263	508	.....	.....	.....	.....	107	109	216
Lexington.....	105	94	199	68	75	143	.....	.....	.....	.....	752	796	1548
Liberty.....	66	53	119	40	43	83	.....	.....	.....	.....	201	205	406
Lindsay.....	23	17	40	17	17	34	.....	.....	.....	.....	115	108	223
							.....	.....	.....	.....	40	34	74

TABLE NO. 28.—Continued.

Graded Schools—Enrollment by Departments for the Year Ending July 11, 1892.

CITIES AND VILLAGES.	No. Pupils Enroll'd in Primary Dep't, Including 1st, 2d, 3d, & 4th Grades.			No. Pupils Enroll'd in Grammar Dep't, Including 5th, 6th, 7th, & 8th Grades.			No. Pupils Enroll'd in High Sch'l Dep't, Including 9th, 10th, 11th, & 12th Grades.			Total Enrollment.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Long Pine	59	59	118	46	30	76	16	19	35	121	108	229
Louisville.....	57	61	118	35	36	71	23	24	47	115	121	236
Lyons	24	33	57	31	27	58	24	21	45	79	81	160
Madison	95	87	182	97	76	173	10	28	38	202	191	393
McCool Junction	34	29	63	29	27	56	.....	.....	.....	63	56	119
Mead	49	39	88	20	29	49	8	7	15	77	75	152
Millard	24	26	50	11	16	27	19	19	38	54	61	115
Milligan	31	27	58	16	22	38	.....	.....	.....	47	49	96
Minden	132	137	269	84	78	162	35	39	74	251	254	505
Nebraska City	460	416	876	193	200	393	36	83	119	689	699	1388
Nelson.....	88	83	171	43	43	86	20	23	43	151	149	300
Nemaha City.....	33	30	63	20	21	41	21	31	52	74	82	156
Newman Grove .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Niobrara.....	50	42	92	22	31	53	.....	.....	.....	72	73	145
Norfolk.....	343	276	619	138	127	265	28	44	72	507	449	956
North Bend	73	80	153	69	68	137	26	24	50	168	172	340
North Loup.....	51	43	94	30	32	62	15	35	50	96	110	206
North Platte	278	319	597	115	113	228	10	27	37	403	459	862
Oak.....	28	23	51	14	25	39	.....	.....	.....	42	48	90
Oakland	108	89	197	36	29	65	25	24	49	169	142	311
Odell	63	58	121	20	29	49	7	5	12	90	92	182

Ohioa	69	61	130	26	19	45	11	24	35	106	104	210
Ord	45	43	88	46	37	83	18	20	38	109	100	309
Orleans	134	124	238	97	125	222	18	34	52	249	283	532
Pawnee City	63	49	112	48	46	94	1	6	7	112	101	213
Pierce	155	118	273	50	49	99	21	39	60	226	206	432
Ponce	58	46	104	28	32	60	1	14	1	87	78	165
Randolph	39	31	70	58	58	116	6	14	20	103	103	206
Ravenna	30	30	60	23	26	49	42	48	90	53	56	109
Raymond	165	160	325	90	107	197	18	25	43	297	315	612
Red Cloud	64	62	126	24	23	47	18	29	55	106	110	216
Rising City	26	20	46	24	23	50	26	27	45	112	117	101
Roseland	70	64	134	24	26	50	18	22	49	94	102	196
Rulo	39	52	91	28	28	56	27	43	61	429	409	838
Salem	287	245	532	124	121	245	18	43	21	128	111	239
Schuyler	62	69	131	54	33	87	12	9	53	253	294	547
Scribner	152	159	311	88	96	183	13	40	69	123	111	234
Seward	42	55	97	40	28	68	41	28	24	857	864	1721
Sidney	764	727	1491	89	117	206	4	20	24	88	94	182
South Omaha	37	31	68	27	27	54	24	36	60	154	155	309
Steele City	90	82	172	48	47	95	16	26	42	53	65	118
Sterling	29	34	63	24	31	55	103	25	52	139	141	280
Stockville	60	65	125	52	51	100	27	42	81	264	350	614
Stromsburg	146	187	333	79	121	200	39	40	67	271	255	526
Superior	155	143	298	89	72	161	27	40	38	166	159	325
Sutton	84	168	84	68	61	119	14	24	38	199	226	425
Syracuse	108	126	234	77	68	145	14	32	46	61	29	90
St. Paul	27	12	39	34	17	51	21	44	65	306	306	612
Tamora	147	119	266	138	143	281	46	49	95	239	210	449
Tecumseh	134	94	228	59	67	126	22	39	60	126	129	255
Tekamah	68	57	125	37	33	70	21	21	43	76	66	142
Ulysses	29	28	57	25	17	42	22	21	113	346	417	763
Verdon	183	218	401	118	131	249	45	68	29	79	89	168
Wahoo	47	53	100	21	18	39	11	18	7	70	86	156
Wakefield	50	37	87	20	42	62	26	7	55	221	203	424
Waterloo	135	121	256	60	53	113	26	29	55	221	203	424
Wayne	135	121	256	60	53	113	26	29	55	221	203	424

TABLE NO. 28.—Continued.

Graded Schools—Enrollment by Departments for the Year Ending July 11, 1892.

CITIES AND VILLAGES.	No. Pupils Enroll'd No. Pupils Enroll'd No. Pupils Enroll'd in Primary Dept., in Grammar Dep't., in High Sch'l Dep't., Including 1st, 2d, Including 5th, 6th, Including 9th, 10th, 3d, & 4th Grades. 7th, & 8th Grades. 11th, & 12th Grades			Total		Total		Total		Total Enrollment.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	
Long Pine	59	59	118	46	30	76	16	19	35	121	108	229
Louisville	57	61	118	35	36	71	23	24	47	115	121	236
Lyons	24	33	57	31	27	58	24	21	45	79	81	160
Madison	95	87	182	97	76	173	10	28	38	202	191	393
McCool Junction	34	29	63	29	27	56	...	...	...	63	56	119
Mead	49	39	88	20	29	49	8	7	15	77	75	152
Millard	24	26	50	11	16	27	19	19	38	54	61	115
Milligan	31	27	58	16	22	38	...	...	...	47	49	96
Minden	132	137	269	84	78	162	35	39	74	251	254	505
Nebraska City	460	416	876	193	200	393	36	83	119	689	699	1388
Nelson	88	83	171	43	43	86	20	23	43	151	149	300
Nemaha City	33	30	63	20	21	41	21	31	52	74	82	156
Newman Grove	...	...	...	...	...	...	...	...	...	...	...	...
Niobrara	50	42	92	22	31	53	...	...	...	72	73	145
Norfolk	343	276	619	138	127	265	28	44	72	507	449	956
North Bend	73	80	153	69	68	137	26	24	50	168	172	340
North Loup	51	43	94	30	32	62	15	35	50	96	110	206
North Platte	278	319	597	115	113	228	10	27	37	403	459	862
Oak	28	23	51	14	25	39	...	...	...	42	48	90
Oakland	108	89	197	36	29	65	25	24	49	169	142	311
Odell	63	58	121	20	29	49	7	5	12	90	92	182

Ohioa	69	61	130	26	19	45	11	24	35	106	104	210
Ord	45	43	88	46	37	83	18	20	38	109	100	309
Orleans	134	124	258	97	125	222	18	34	52	249	283	532
Pawnee City	63	49	112	48	46	94	1	6	7	112	101	213
Pierce	155	118	273	50	49	99	21	39	60	226	206	432
Ponce	58	46	104	28	32	60	1	14	1	87	78	165
Randolph	39	31	70	58	58	116	6	14	20	103	103	206
Ravenna	30	30	60	23	26	49	42	48	90	53	56	109
Raymond	165	160	325	90	107	197	18	25	43	297	315	612
Red Cloud	64	62	126	24	23	47	18	25	43	106	110	216
Rising City	26	20	46	24	23	47	18	25	55	52	49	101
Roseland	70	64	134	24	26	50	18	27	45	112	117	229
Rulo	39	52	91	28	28	56	27	22	49	94	102	196
Salem	287	245	532	124	121	245	18	43	61	429	409	838
Schuyler	62	69	131	54	33	87	12	9	21	128	111	239
Scribner	152	159	311	88	95	183	13	40	53	253	294	547
Seward	42	55	97	40	28	68	41	28	69	123	111	234
Sidney	764	727	1491	89	117	206	4	20	24	857	864	1721
South Omaha	37	31	68	27	27	54	24	36	60	88	94	182
Steele City	90	82	172	48	47	95	16	26	42	154	155	309
Sterling	29	34	63	24	31	55	16	26	42	154	155	309
Stockville	60	65	125	52	51	103	27	25	52	53	65	118
Stromsburg	146	187	333	79	121	200	39	42	81	264	350	614
Superior	155	143	298	89	72	161	27	40	67	271	255	526
Sutton	84	84	168	68	51	119	14	24	38	166	159	325
Syracuse	108	126	234	77	68	145	14	32	46	199	226	425
St. Paul	27	12	39	34	17	51	14	32	46	199	226	425
Tamora	147	119	266	138	143	281	21	44	65	306	306	612
Tecumseh	134	94	228	59	67	126	46	49	95	239	210	449
Tekamah	68	57	125	37	33	70	21	39	60	126	129	255
Ulysses	29	28	57	25	17	42	22	21	43	76	66	142
Verdon	183	218	401	118	131	249	45	68	113	346	417	763
Wahoo	47	53	100	21	18	39	11	18	29	79	89	168
Wakefield	50	37	87	20	42	62	7	7	70	70	86	156
Waterloo	135	121	256	60	53	113	26	29	55	221	203	424
Wayne												

TABLE NO. 29.

Graded Schools—Average Attendance, Number of Teachers, Average Number of Pupils per Teacher on Enrollment and on Attendance for the Year Ending July 13, 1891.

CITIES AND VILLAGES.	Average Daily Attendance.	Number of Teachers.	Average No. of Pupils to a Teacher on Total Enrollment.	Average No. of Pupils to a Teacher on Average Daily Attendance.	No. Colored Children Enrolled.
Total for state	378	1457	50	35	734
Ainsworth	160	4	66	40	.....
Albion	192	6	54	32	.....
Alma	198	6	48	33	2
Arapahoe	191	7	34	27	.....
Arlington	128	4	38	32	.....
Ashland	495	13	43	40	.....
Atkinson	125	5	61	35	.....
Auburn	372	9	62	40	.....
Aurora	449	12	58	37	9
Beatrice	1292	40	50	34	28
Beaver City	160	5	42	32	1
Blair	588	15	60	39	2
Bloomington	142	6	44	28	.....
Blue Hill	180	5	50	36	.....
Blue Springs	170	6	41	11	.....
Bradshaw	100	4	43	31	.....
Broken Bow	345	8	56	43	.....
Brownville	137	3	76	46	16
Carleton	137	4	47	34	.....
Cambridge	144	4	53	36	.....
Central City	230	9	48	40	12
Chadron	243	8	56	30	4
Clarks	172	6	41	29	.....
Columbus	468	15	45	31	4
Chester	178	4	52	44	.....
Cortland	190	4	57	47	.....
Cozad	131	4	52	33	.....
Crete	514	13	54	39	.....
Creighton	185	4	63	46	.....
Culbertson	138	5	45	27	.....
Davenport	162	4	50	40	.....
David City	396	12	52	33	.....
Decatur	105	3	69	35	.....
De Witt	162	5	50	32	.....
Dorchester	154	4	52	39	.....
Edgar	275	9	43	30	2
Elm Creek	70	4	39	19	.....

TABLE NO. 29.—*Continued.*

CITIES AND VILLAGES.	Average Daily Attendance.	Number of Teachers.	Average No. of Pupils to a Teacher on Total Enrollment.	Average No. of Pupils to a Teacher on Average Daily Attendance.	No. Colored Children Enrolled.
Trenton					
Ulysses	175	6	39	30	
Utica	131	4	52	35	
Valparaiso	155	4	59	37	
Wahoo	568	14	55	43	
Wakefield	94	4	59	31	
Wayne	262	6	61	43	
Weeping Water	343	9	52	38	6
West Point	276	8	52	36	
Wilber	309	9	48	34	
Wisner	140	4	61	35	
Wood River	192	6	40	32	1
Wymore	386	11	49	35	
York	596	17	56	35	9

TABLE NO. 29.—*Continued.*

CITIES AND VILLAGES.	Average Daily Attendance.	Number of Teachers.	Average No. of Pupils to a Teacher on Total Enrollment.	Average No. of Pupils to a Teacher on Average Daily Attendance.	No. Colored Children Enrolled.
Nelson	212	7	40	30	.....
Norfolk	520	13	68	42	2
North Bend	206	7	45	30	.....
North Loup	166	4	50	40	.....
North Platte	548	16	52	34	.....
Oakdale	120	4	49	30	.....
Oakland	199	5	30	38	.....
Odell	135	4	39	34	.....
Ohioa	120	4	43	30	.....
Omaha	9715	287	49	33	466
O'Neill	250	6	77	41	.....
Ord	258	7	59	37	.....
Orleans	138	5	42	27	.....
Osceola	228	6	56	38	.....
Oxford	101	3	53	33	1
Papillion	130	4	54	32	.....
Pawnee City	492	9	70	62	.....
Plainview	88	3	54	29	.....
Plattsmouth	903	25	48	36	3
Ponca	375	9	42	42	.....
Ravenna	127	4	45	32	.....
Red Cloud	350	12	53	34	4
Reynolds	60	2	40	30	.....
Riverton	126	3	49	42	.....
Rulo	138	4	57	35	.....
St. Paul	314	8	55	39	.....
Schuyler	530	15	51	35	5
Scribner	144	4	54	36	.....
Seward	400	13	45	33	5
Shelton	208	5	44	40	.....
Sidney	158	6	43	26	.....
South Omaha	780	24	66	33	16
Stanton	112	5	52	38	.....
Sterling	147	4	66	47	.....
Stromsburg	212	7	41	30	.....
Superior	362	10	45	36	.....
Sutton	400	11	51	33	.....
Syracuse	191	5	53	38	1
Table Rock	84	4	56	21	.....
Tecumseh	390	11	54	36	2
Tekamah	350	8	58	40	.....
Tobias	194	5	45	39	2

TABLE NO. 30.—*Continued.*

Graded Schools—Average Attendance, Number of Teachers, Average Number of Pupils per Teacher on Enrollment and on Attendance, for the Year Ending July 11, 1892.

NOTE—Primary includes 1st, 2d, 3d, and 4th grades; grammar includes 5th, 6th, 7th, and 8th grades; high school includes 9th, 10th, 11th, and 12th grades.

CITIES AND VILLAGES.	Average Daily Attendance.			No. of Teachers.			Av. No. of Pupils to a Teacher on Total Enrollment.			Av. No. of Pupils to a Teacher on Av. Daily Attendance.		
	Primary.	Grammar.	High School.	Males.	Females.	Total.	Primary.	Grammar.	High School.	Primary.	Grammar.	High School.
Broken Bow	190	125	55	1	8	9	70	56	35	47	41	27
Brownville	37	37	48	2	2	4	82	76	44	37	37	24
Calhoun	33	23	19	1	2	3	57	38	29	33	23	19
Cambridge	69	63	27	2	2	4	52	82	31	34	63	27
Central City	112	172	80	1	10	11	54	76	47	28	43	40
Chadron	177	63	46	1	7	8	73	50	34	44	32	23
Clarks	60	93	34	2	4	6	42	47	44	30	31	34
Clarkson	25	15	12	1	1	2	40	20	17	25	15	12
Clay Center	65	32	12	1	3	4	54	48	17	32	32	12
Clearwater	23	22	12	1	1	2	41	53	23	23	22	12
Columbus	281	152	45	4	12	16	49	46	32	35	30	23
Cortland	110	52	15	1	3	4	75	81	21	55	52	15
Craig	51	37	18	1	3	4	64	51	27	51	37	18
Crawford	66	43	15	1	4	5	40	39	20	33	26	15
Creighton	100	90	20	2	3	5	60	65	25	42	45	20
Culbertson	63	50	8	2	3	5	62	42	16	32	25	8
Curtis	36	28	12	1	2	3	68	45	35	38	28	19
Dannebrog	30	23	12	1	1	2	37	30	17	24	21	12

David City	237	112	43	1	12	13	53	44	37	34	28	22
Decatur	59	17	20	1	3	4	57	36	50	29	17	20
De Witt	103	42	11	2	3	5	64	30	30	51	21	11
Diller	37	35	30	1	2	3	61	40	30	37	35	30
Dodge	70	50	30	2	2	4	45	40	47	35	25	30
Dorchester												
Douglas	25	25		1	1	2	22	32		25	25	
Du Bois	49	40		1	1	2	74	60		49	40	
Elk Creek	43	29		1	1	2	68	50		43	29	
Elmwood	48	34		1	1	2	63	45		48	34	
Elwood	63	41		1	2	3	43	50		32	41	
Emerson	41	26		1	1	2	51	50		41	26	
Endicott	37	33		1	1	2	73	51		37	33	
Ewing	46	47	22	1	3	4	38	35	37	23	23	22
Exeter	120	71	41	1	5	6	81	53	26	60	35	21
Fairbury	320	174	68	2	12	14	69	48	44	45	35	34
Fairfield	129	77	28	2	5	7	59	47	36	32	25	28
Farmington	127	100	49	1	7	8	48	48	54	31	33	49
Firth	47	21		1	1	2	76	46		47	21	
Franklin	100	48	6	1	3	4	73	47	7	50	34	6
Fremont	738	313	75	2	32	34	56	43	32	38	33	25
Friend	236	92	20	1	6	7	65	48		59	46	20
Fullerton	120	50	59	2	4	6	89	33	37	60	23	29
Gandy	45	23		1	1	2	54	26		45	23	
Geneva	261	103	54	1	9	10	78	49	35	52	38	27
Gering	15	33		1	1	2	20	37		15	30	
Gibbon	52	86	26	1	3	4	45	51	43	26	43	26
Grafton	73	31	25	2	2	4	50	44	36	40	32	25
Grand Island	895	335	85	5	34	39	56	54	18	39	35	12
Greeley Center	51	46	31	1	3	4	65	53		43	35	25
Hastings	650	323	76	5	25	30	56	53	36	36	40	25
Hebron	204	136	48	1	9	10	47	50	54	41	45	43
Hickman	66	24	3	1	2	3	52	39	4	24	24	3
Holdrege	210	107	45	1	10	11	66	62	21	42	39	18
Hooper	129	43	38	1	3	4	79	48	39	65	43	38
Humboldt	165	75	71	1	7	8	65	53	41	41	37	35

TABLE NO. 30.—Continued.
Corrected to include Average Attendance, Number of Teachers, Average Number of Pupils per Teacher on Enrollment and on Attendance, for the Year Ending July 11, 1892.
Note. Township includes 1st, 2d, 3d, and 4th grades; grammar includes 5th, 6th, 7th, and 8th grades; high school includes 9th, 10th, 11th, and 12th grades.

	Average Daily Attendance,			No. of Teachers,			Av. No. of Pupils to a Teacher on Total Enrollment.				Av. No. of Pupils to a Teacher on Av. Daily Attendance.			
	Primary.	Grammar.	High School.	Males.	Females.	Total.	Primary.	Grammar.	High School.	Primary.	Grammar.	High School.	Grammar.	High School.
Broken Bow	160	125	55	1	8	9	70	56	35	47	41	27	41	27
Brownville	37	37	44	2	2	4	82	76	44	37	37	24	37	24
Calhoun	33	23	19	1	1	2	57	38	23	33	23	19	23	19
Cambridge	69	63	27	2	2	4	62	82	31	34	63	27	63	27
Central City	112	172	80	1	10	11	54	76	47	28	43	40	43	40
Chickasaw	177	63	40	1	7	8	73	60	34	44	32	23	32	23
Chicks	60	63	34	2	4	6	42	47	44	30	31	34	31	34
Chickson	25	15	.....	1	1	2	40	20	.....	25	15	.....	15	.....
Chickson Center	65	32	12	1	3	4	54	48	17	32	32	12	32	12
Clearwater	23	22	.....	1	1	2	41	53	.....	23	22	.....	22	.....
Columbia	281	162	45	4	12	16	49	46	32	35	30	23	30	23
Corland	110	52	15	1	3	4	75	81	21	55	52	15	52	15
Craig	51	37	18	.....	3	3	64	51	27	51	37	18	37	18
Crawford	66	43	16	1	4	5	40	39	20	33	26	15	26	15
Crelgton	100	90	20	2	3	5	60	65	25	42	45	20	45	20
Culbertson	63	50	8	2	3	5	62	42	16	32	25	8	25	8
Curtis	36	28	12	1	1	2	68	45	36	38	28	19	28	19
Danabrog	30	23	.....	1	1	2	37	30	.....	24	21	.....	21	.....

CITIES AND VILLAGES.

David City	237	112	43	1	12	13	53	44	37	34	28	22
Decatur	59	17	20	1	3	4	57	36	50	29	17	20
De Witt	103	42	11	2	3	5	64	30	30	51	21	11
Diller	37	35	30	1	2	3	61	40	30	37	35	30
Dodge	70	50	30	2	2	4	45	40	47	35	25	30
Dorchester												
Douglas	25	25		1	1	2	22	32		25	25	
Du Bois	49	40		1	1	2	74	60		49	40	
Elk Creek	43	29		1	1	2	68	50		43	29	
Elmwood	48	34		1	1	2	63	45		48	34	
Elwood	63	41		1	2	3	43	50		32	41	
Emerson	41	26		1	1	2	51	50		41	26	
Endicott	37	33		1	1	2	73	51		37	33	
Ewing	46	47	22	1	3	4	38	35	37	37	23	22
Exeter	120	71	41	1	5	6	81	53	26	60	35	21
Fairbury	320	174	68	2	12	14	69	48	44	45	35	34
Fairfield	129	77	28	2	5	7	59	47	36	32	25	28
Farmington	127	100	49	1	7	8	48	48	54	31	33	49
Firth	47	21		1	1	2	76	46		47	21	
Franklin	100	48	6	1	3	4	73	47	7	50	34	6
Fremont	738	313	75	2	32	34	56	43	32	38	33	25
Friend	236	92	20	1	6	7	65	48		59	46	20
Fullerton	120	50	59	2	4	6	89	33	37	60	25	29
Gandy	45	23		1	1	2	54	26		45	23	
Geneva	261	103	54	1	9	10	78	49	35	52	38	27
Gering	15	33		1	1	2	20	37		15	30	
Gibbon	52	86	26	1	3	4	45	51	43	26	43	26
Grafton	73	31	25	2	2	4	50	44	36	40	32	25
Grand Island	895	335	85	5	34	39	56	54	18	39	35	12
Greeley Center	51	46	31	1	3	4	65	53		35	35	25
Hastings	650	323	76	1	25	30	56	53	36	46	40	48
Hebron	204	136	48	1	9	10	47	50	54	41	45	48
Hickman	66	24	3	1	2	3	52	39	4	66	24	3
Holdrege	210	107	45	1	10	11	66	62	21	42	39	18
Hooper	129	43	38	1	3	4	79	48	39	65	43	38
Humboldt	165	75	71	1	7	8	65	53	41	37	37	35

TABLE NO. 30.—Continued.

Graded Schools—Average Attendance, Number of Teachers, Average Number of Pupils per Teacher on Enrollment and on Attendance, for the Year Ending July 11, 1892.

NOTE—Primary includes 1st, 2d, 3d, and 4th grades; grammar includes 5th, 6th, 7th, and 8th grades; high school includes 9th, 10th, 11th, and 12th grades.

CITIES AND VILLAGES.	Average Daily Attendance.			No. of Teachers.			Av. No. of Pupils to a Teacher on Total Enrollment.			Av. No. of Pupils to a Teacher on Av. Daily Attendance.		
	Primary.	Grammar.	High School.	Males.	Females.	Total.	Primary.	Grammar.	High School.	Primary.	Grammar.	High School.
Humphrey.....	38	30	9	1	2	3	45	38	10	38	30	9
Johnson.....	33	29	...	1	1	2	62	54	...	33	29	...
Juniata.....	40	27	23	1	3	4	60	45	50	20	27	23
Kearney.....	719	239	64	4	26	30	62	56	30	48	26	21
Lexington.....	146	86	41	1	8	9	44	36	36	32	35	24
Liberty.....	67	49	13	2	2	4	60	83	21	34	49	13
Lindsay.....	34	30	...	1	1	2	40	34	...	35	30	...
Long Pine.....	58	46	20	1	4	5	60	38	35	29	23	23
Louisville.....	61	44	25	2	2	4	59	71	47	61	44	25
Lyons.....	43	34	31	1	3	4	48	41	32	40	38	30
Madison.....	142	135	29	2	5	7	60	57	38	47	45	29
McCool Junction.....	33	23	...	1	1	2	63	56	...	33	23	...
Mead.....	50	42	11	1	3	4	44	49	15	25	42	11
Millard.....	26	24	25	1	2	3	50	27	38	25	24	25
Milligan.....	41	30	...	1	1	2	58	38	...	41	30	...
Minden.....	117	105	56	1	7	8	77	58	56	50	42	56
Nebraska City.....	564	280	97	4	32	36	40	36	40	26	25	32
Nelson.....	109	133	30	2	5	7	36	44	43	36	44	30

Nemaha City.....	32	34	30	1	2	3	63	41	52	32	34	30
Newman Grove.....	32	33	20	1	2	3	61	54	23	32	33	20
Niobrara.....	62	39		1	2	3	46	53		31	39	
Norfolk.....	416	208	58	3	15	18	56	82	36	38	59	35
North Bend.....	96	83	32	2	5	7	38	68	50	24	41	52
North Loup.....	56	34	33	1	3	4	47	62	50	28	34	33
North Platte.....				2	13	15						
Oak.....	35	29		1	1	2	51	39		35	29	
Oakland.....	123	45	24	2	4	6	65	32	49	41	22	24
Odell.....	66	35	10	2	2	4	60	49	12	33	35	10
Ohioa.....	84	19	24	2	2	4	65	45	35	42	19	24
Ord.....	162	131	35	1	7	8	74	78	25	54	47	17
Orleans.....	81	39	34	1	4	5	44	41	38	40	19	34
Pawnee City.....	174	149	39	1	9	10	65	63	26	44	43	20
Pierce.....	68	34	5	1	3	4	56	47	7	34	34	5
Ponca.....	188	80	42	3	6	9	55	49	30	37	40	21
Randolph.....	47	26		1	2	3	52	61		46	48	
Ravenna.....	62	103	18	1	3	4	70	58	20	62	51	18
Raymond.....	29	32		1	1	2	60	49		29	32	
Red Cloud.....	199	145	56	1	12	13	46	39	45	28	29	25
Rising City.....	73	29	23	1	3	4	63	47	43	36	29	23
Roseland.....	36	36		1	1	2	46	55		36	36	
Rulo.....	81	33	28	2	2	4	67	50	45	40	33	28
Salem.....	46	25	29	1	2	3	91	56	49	46	25	29
Schuyler.....	283	204	53	2	14	16	59	49	31	35	41	27
Scribner.....	83	54	15	1	3	4	65	59	49	42	35	34
Seward.....	239	139	42	1	11	12	51	45	27	39	35	21
Sidney.....				1	5	6						
South Omaha.....				1	28	29	68	41	24			
Steele City.....	40	32	31	1	2	3	68	54	60	40	32	31
Sterling.....	127	76	34	1	4	5	57	44	42	46	38	34
Stockville.....	41	39		1	1	2	63	55		41	39	
Stromsburg.....	94	79	41	1	5	6	63	51	20	47	37	20
Superior.....	161	124	63	2	8	10	83	50	40	40	31	31
Sutton.....	191	163	51	1	10	11	60	53	33	38	54	26
Syracuse.....	120	78	27	1	6	7	56	59	19	40	39	14

TABLE NO. 30.—Continued.

Graded Schools—Average Attendance, Number of Teachers, Average Number of Pupils per Teacher on Enrollment and on Attendance, for the Year Ending July 11, 1892.

NOTE—Primary includes 1st, 2d, 3d, and 4th grades; grammar includes 5th, 6th, 7th, and 8th grades; high school includes 9th, 10th, 11th, and 12th grades.

CITIES AND VILLAGES.	Average Daily Attendance.		No. of Teachers.			Av. No. of Pupils to a Teacher on Total Enrollment.		Av. No. of Pupils to a Teacher on Av. Daily Attendance.	
	Primary.	Grammar.	High School.	Males.	Females.	Total.	Primary.	Grammar.	High School.
Humphrey.....	38	30	9	1	2	3	45	38	10
Johnson.....	33	29	...	1	1	2	62	33	...
Juniata.....	40	27	23	1	3	4	60	20	50
Kearney.....	719	239	64	4	26	30	62	48	30
Lexington.....	146	86	41	1	8	9	44	32	36
Liberty.....	67	49	13	2	2	4	60	34	21
Lindsay.....	34	30	...	1	1	2	40	35	...
Long Pine.....	58	46	20	1	4	5	60	29	35
Louisville.....	61	44	25	2	2	4	59	61	47
Lyons.....	43	34	31	1	3	4	48	40	32
Madison.....	142	135	29	2	6	8	67	47	38
McCool Junction.....	33	23	...	1	1	2	63	33	...
Mead.....	50	42	11	1	3	4	44	25	15
Millard.....	26	24	25	1	2	3	27	25	38
Milligan.....	41	30	...	1	2	3	58	41	...
Minden.....	117	105	53	1	7	8	77	50	56
Nebraska City.....	564	280	97	4	32	36	36	25	40
Nelson.....	109	133	30	2	9	11	...	42	43

Nemaha City	32	34	30	1	2	3	63	41	52	32	34	30
Newman Grove	32	33	20	1	2	3	61	54	23	32	33	20
Niobrara	62	39	...	1	2	3	46	53	...	31	39	...
Norfolk	416	208	58	3	15	18	56	82	36	38	59	35
North Bend	96	83	32	2	5	7	38	68	50	24	41	52
North Loup	56	34	33	1	3	4	47	62	50	28	34	33
North Platte	...	...	...	2	13	15	...	...	...	...	...	...
Oak	35	29	...	1	1	2	51	39	...	35	29	...
Oakland	123	45	24	1	4	6	65	32	49	41	22	24
Odell	66	35	10	2	2	4	60	49	12	33	35	10
Ohioa	84	19	24	2	2	4	65	45	35	42	19	24
Ord	162	131	35	1	7	8	74	78	25	54	47	17
Orleans	81	39	34	1	4	5	44	41	38	40	19	34
Pawnee City	174	149	39	1	9	10	65	63	26	44	43	20
Pierce	68	34	5	1	3	4	56	47	7	34	34	5
Ponca	188	80	42	3	6	9	55	49	30	37	40	21
Randolph	47	26	...	1	2	3	52	61	...	46	48	...
Ravenna	62	103	18	1	2	4	70	58	20	62	51	18
Raymond	29	32	...	1	3	4	60	49	...	29	32	...
Red Cloud	199	145	56	1	12	13	46	39	45	28	29	25
Rising City	73	23	23	1	3	4	63	47	43	36	29	23
Roseland	36	36	...	1	1	2	46	55	...	36	36	...
Rulo	81	33	28	1	2	4	67	50	45	40	33	28
Salem	46	25	29	1	2	4	91	56	49	46	25	29
Schuyler	283	204	53	2	14	16	59	49	31	35	41	27
Scribner	83	54	15	1	3	4	65	59	49	42	35	34
Seward	239	139	42	1	11	12	51	45	27	39	35	21
Sidney	...	...	...	1	5	6	...	...	...	...	...	...
South Omaha	...	...	...	1	28	29	68	41	24	...	...	...
Steele City	40	32	31	1	2	3	68	54	60	40	32	31
Sterling	127	76	34	1	4	5	57	44	42	46	38	34
Stockville	41	39	...	1	1	2	63	55	...	41	39	...
Stromsburg	94	79	41	1	5	6	63	51	20	47	37	20
Superior	161	124	63	2	8	10	83	50	40	40	31	31
Sutton	191	163	51	1	10	11	60	53	33	38	54	26
Syracuse	120	78	27	1	6	7	56	59	19	40	39	14

TABLE NO. 30.—Continued.

Graded Schools—Average Attendance, Number of Teachers, Average Number of Pupils per Teacher on Enrollment and on Attendance, for the Year Ending July 11, 1892.

NOTE—Primary includes 1st, 2d, 3d, and 4th grades; grammar includes 5th, 6th, 7th, and 8th grades; high school includes 9th, 10th, 11th, and 12th grades.

CITIES AND VILLAGES.	Average Daily Attendance.			No. of Teachers.			Av. No. of Pupils to a Teacher on Total Enrollment.			Av. No. of Pupils to a Teacher on Av. Daily Attendance.		
	Primary.	Grammar.	High School.	Males.	Females.	Total.	Primary.	Grammar.	High School.	Primary.	Grammar.	High School.
St. Paul	162	98	34	1	8	9	58	48	46	41	33	34
Tamora.....	27	30	...	1	1	2	39	51	...	27	30	...
Tecumseh	165	175	48	1	10	11	66	62	26	32	41	19
Tekamah	128	82	66	2	6	8	57	63	48	32	41	33
Ulysses	78	50	38	1	5	6	63	35	30	39	25	19
Verdon	35	27	30	1	2	3	57	42	43	35	27	30
Wahoo	315	198	70	1	14	15	66	49	37	53	39	26
Wakefield	58	25	16	1	2	3	100	39	29	58	25	16
Waterloo	39	30	7	1	1	2	87	62	7	39	30	7
Wayne	203	92	47	1	7	8	64	56	27	50	48	34
Weeping Water.....	197	70	61	1	9	10	57	51	40	39	35	31
West Lincoln	60	6	...	...	2	2	72	11	...	60	6	...
West Point	195	67	20	2	6	8	68	52	29	33	33	20
Wilber	212	62	35	2	7	9	60	41	27	42	31	18
Wilcox	27	50	8	1	2	3	34	67	11	27	50	8
Wood River	88	80	16	1	5	6	54	36	22	44	27	16
Wymore	269	103	32	1	11	12	74	53	42	45	34	32
York	353	225	63	2	16	18	74	59	30	47	41	21

TABLE NO. 31.

Graded Schools—Number and Material of buildings, Number of Rooms, Salaries of Teachers, Length of Terms, and Number of Graduates, for the Year Ending July 13, 1891.

* B., F. and S. indicate brick, frame, and stone respectively.

CITIES AND VILLAGES.	SUPERINTENDENT OR PRINCIPAL.	Number of School Buildings.	* Material of Buildings.	No. of Rooms Used For			Total No. of Rooms in all School Buildings.	Salary of Superintendent (or Principal).	AVERAGE MONTHLY SALARY OF TEACHERS.		No. of Months School in School Year.	No. of Graduates this Year.
				Recitation and not for Study.	Recitation and Study.	Other School Purposes.			Males.	Females.		
Total for state.		352		153	1333	140	1626	\$124,708 50	\$80 60	\$44 50	9 1/2	716
Ainsworth	C. D. Mariner	1	B.	.....	4	.....	4	720 00	67 50	47 50	9	2
Albion	F. E. Jenkins	1	B. & F.	.....	6	.....	10	900 00	100 00	45 00	9	.....
Alma	P. P. Bentley	2	B.	.....	5	.....	6	1000 00	111 00	47 00	9	7
Arapahoe	Mary M. Munger	1	B.	.....	6	.....	9	765 00	.....	40 00	9	3
Arlington	D. C. O'Connor	1	F.	.....	4	.....	4	780 00	80 00	40 00	9 1/2	.....
Ashland	J. W. Crabtree	2	B.	.....	12	.....	16	1000 00	60 00	50 00	9	11
Atkinson	Ira Lamb	2	B. & F.	.....	5	.....	5	810 00	.....	46 25	9	6
Auburn	Chas. Fordyce	3	B. & F.	.....	9	.....	11	1000 00	45 00	40 00	9	8
Aurora	J. M. Hussey	3	B. & F.	.....	12	.....	13	1000 00	111 11	45 91	9	13
Beatrice	C. G. Pearse	8	B. & F.	.....	34	.....	40	1600 00	75 70	52 87	9	17
Beaver City	W. J. Lutton	1	B.	.....	5	.....	6	675 00	75 00	42 50	9	1
Blair	D. O. Hibbard	5	B. & F.	.....	14	.....	16	1200 00	.....	46 66	9	8
Bloomington	J. H. O'Donoghue	1	B.	.....	4	.....	8	675 00	75 00	42 00	9	6
Blue Hill	J. R. Thornton	1	B.	.....	5	.....	5	900 00	95 00	35 00	9 1/2	.....
Blue Springs	S. T. Walker	1	B.	.....	6	.....	8	675 00	75 00	40 00	9	2
Bradshaw	Fred A. Archard	1	F.	.....	4	.....	5	350 00	50 00	40 00	7	.....

TABLE NO. 30.—Continued.

Graded Schools—Average Attendance, Number of Teachers, Average Number of Pupils per Teacher on Enrollment and on Attendance, for the Year Ending July 11, 1892.

NOTE.—Primary includes 1st, 2d, 3d, and 4th grades; grammar includes 5th, 6th, 7th, and 8th grades; high school includes 9th, 10th, 11th, and 12th grades.

CITIES AND VILLAGES.	Average Daily Attendance.			No. of Teachers.			Av. No. of Pupils to a Teacher on Total Enrollment.			Av. No. of Pupils to a Teacher on Av. Daily Attendance.		
	Primary.	Grammar.	High School.	Males.	Females.	Total.	Primary.	Grammar.	High School.	Primary.	Grammar.	High School.
St. Paul	162	98	34	1	8	9	58	48	46	41	33	34
Tamora	27	30	...	1	1	2	39	51	...	27	30	...
Tecumseh	165	175	48	1	10	11	66	63	26	32	41	19
Tekamah	128	82	66	2	6	8	57	35	48	32	41	33
Ulysses	78	50	38	1	5	6	63	42	30	39	25	19
Verdon	35	27	30	1	2	3	57	49	43	35	27	30
Wahoo	315	198	70	1	14	15	66	49	37	53	39	26
Wakefield	58	25	16	1	2	3	100	62	29	58	25	16
Waterloo	39	30	7	1	1	2	87	64	7	39	30	7
Wayne	203	92	47	1	7	8	64	56	27	50	48	34
Weeping Water	197	70	61	1	9	10	57	51	40	39	35	31
West Lincoln	60	6	...	...	2	2	72	11	...	60	6	...
West Point	195	67	20	2	6	8	68	52	23	39	33	20
Wilber	212	62	35	2	7	9	60	41	27	42	31	18
Wilcox	27	50	8	1	2	3	34	67	11	27	50	8
Wood River	88	80	16	1	5	6	54	36	22	44	27	16
Wymore	269	103	32	1	11	12	74	53	42	45	34	32
York	353	225	63	2	16	18	74	59	30	47	41	21

TABLE NO. 31.

Graded Schools—Number and Material of buildings, Number of Rooms, Salaries of Teachers, Length of Terms, and Number of Graduates, for the Year Ending July 13, 1891.

* B., F. and S. indicate brick, frame, and stone respectively.

CITIES AND VILLAGES.	SUPERINTENDENT OR PRINCIPAL.	Number of School Buildings.	*Material of Buildings.	No. of Rooms Used For			Total No. of Rooms in all School Buildings.	Salary of Superintendent (or Principal).	AVERAGE MONTHLY SALARY OF TEACHERS.		No. of Months School in School Year.	No. of Graduates this Year.
				Recitation and not for Study.	Recitation and Study.	Other School Purposes.			Males.	Females.		
Total for state.		352		153	1333	140	1626	\$124,708 50	\$80 60	\$44 50	9 1/2	716
Ainsworth	C. D. Mariner	1	B.	.....	4	.....	4	720 00	67 50	47 50	9	2
Albion	F. E. Jenkins	1	B. B. F.	.....	6	.....	10	900 00	100 00	45 00	9	.....
Alma	P. P. Bentley	2	B. B. F.	1	5	.....	6	1000 00	111 00	47 00	9	7
Arapahoe	Mary M. Munger	1	B.	1	6	.....	9	765 00	.....	40 00	9	3
Arlington	D. C. O'Connor	1	F.	.....	4	.....	4	760 00	80 00	40 00	9 1/2	.....
Ashland	J. W. Crabtree	2	B.	2	12	.....	16	1000 00	60 00	50 00	9	11
Atkinson	Ira Lamb	2	B. B. F.	.....	5	.....	5	810 00	.....	46 25	9	6
Auburn	Chas. Fordyce	3	B. & F.	2	9	.....	11	1000 00	45 00	40 00	9	8
Aurora	J. M. Hussey	3	B. & F.	.....	12	.....	13	1000 00	111 11	45 91	9	12
Beatrice	C. G. Pearse	8	B. & F.	4	34	2	40	1600 00	75 70	52 87	9	17
Beaver City	W. J. Lutton	1	B.	1	5	.....	6	675 00	75 00	42 50	9	1
Blair	D. O. Hibbard	5	B. & F.	1	14	.....	16	1200 00	.....	46 66	9	8
Bloomington	J. H. O'Donoghue	1	B.	2	4	2	8	675 00	75 00	42 00	9	6
Blue Hill	J. R. Thornton	1	B.	.....	5	.....	5	900 00	95 00	35 00	9 1/2	.....
Blue Springs	S. T. Walker	1	B. B. F.	2	6	.....	8	675 00	75 00	40 00	9	2
Bradshaw	Fred A. Archard	1	F.	.....	4	.....	5	350 00	50 00	40 00	7	.....

TABLE NO. 31.—Continued.

Graded Schools—Number and Material of buildings, Number of Rooms, Salaries of Teachers, Length of Terms, and Number of Graduates, for the Year Ending July 13, 1891.

* B., F. and S. indicate brick, frame, and stone respectively.

CITIES AND VILLAGES.	SUPERINTENDENT OR PRINCIPAL.	Number of School Buildings.	*Material of Buildings.	No. of Rooms Used For			Total No. of Rooms in all School Buildings.	Salary of Superintendent (or Principal).	AVERAGE MONTHLY SALARY OF TEACHERS.		No. of Months School in School Year.	No. of Graduates this Year.
				Recitation and not for Study.	Recitation and Study.	Other School Purposes.			Males.	Females.		
Broken Bow.....	H. H. Hiatt.....	1	B.	1	6	5	7	900 00	100 00	50 00	9	3
Brownville.....	M. B. C. True ..	1	B.	1	3	5	8	540 00	60 00	35 00	9	4
Carleton	J. B. Berkley ..	3	F.	1	3	1	5	540 00	40 00	40 00	9	2
Cambridge.....	Ira Doling	1	B.	1	4	5	10	750 00	80 00	40 00	9	2
Central City ..	R. McKelvey.....	3	B. & F.	1	11	5	12	1000 00	45 00	45 00	10	8
Chadron.....	John O. Taylor ..	2	B. & F.	2	6	1	13	1111 00	111 10	48 57	10	8
Clarks	T. R. Galvin	2	B. & F.	2	6	1	7	765 00	85 00	38 31	9	13
Columbus.....	J. M. Scott.....	4	B. & F.	2	13	3	15	1100 00	60 00	49 60	9	8
Chester.....	G. B. Woolford ..	2	F.	4	4	8	7	630 00	70 00	35 00	9	8
Cortland.....	W. L. Stahl.....	1	F.	4	4	8	12	585 00	55 00	38 00	9	13
Cozad	A. E. Allyn.....	2	B. & F.	1	12	1	14	810 00	67 50	37 50	9	8
Crete	W. H. Skinner....	4	B. & F.	1	12	1	14	1500 00	60 00	51 81	10	20
Creighton	R. L. Hoff	1	F.	4	4	1	5	900 00	75 00	35 00	9	3
Culbertson.....	C. M. Charles.....	1	B.	1	4	1	5	715 00	70 00	41 66	9	3
Davenport.....	O. P. Cowen	1	F.	1	4	1	4	675 00	45 00	45 00	9	4
David City.....	W. M. Moore.....	3	B. & F.	1	11	2	14	1000 00	111 25	41 00	9	2
Decatur	W. G. Fowler.....	1	B.	1	3	1	3	590 00	65 00	40 00	9	2

DeWitt.....	H. Jennings.....	1	5	.....	2	6	655	62 50	45 00	9....6
Dorchester.....	Wilson McBride.....	1	4	.....	1	6	800 00	80 00	40 00	10....6
Edgar.....	Jno. F. Curran.....	1	8	.....	3	9	1100 00	74 08	40 83	9....6
Elm Creek.....	L. B. Irvin.....	.....	4	.....	1	4	675 00	75 00	40 00	9....4
Ewing.....	Will R. Jackson.....	.....	4	.....	1	4	630 00	70 00	35 00	9....4
Exeter.....	W. C. Picking.....	1	5	.....	2	6	900 00	100 00	45 00	9....2
Fairbury.....	C. P. Cary.....	1	12	.....	3	14	1200 00	133 33	54 00	9....5
Fairfield.....	J. R. McKee.....	1	6	.....	2	7	810 00	65 00	40 00	9....2
Falls City.....	C. A. Woody.....	2	11	.....	3	13	1100 00	122 22	45 00	9....11
Fairmont.....	J. S. Van Eaton.....	.....	7	.....	3	7	900 00	100 00	45 52	9....10
Franklin.....	J. T. McKinnon.....	.....	4	.....	4	4	720 00	60 00	37 50	9....5
Fremon't.....	P. W. Grinstead.....	3	31	.....	3	37	1350 00	65 00	49 14	9....19
Friend.....	D. G. Hopkins.....	1	6	.....	2	9	850 00	85 00	41 66	10....14
Fullerton.....	Geo. Keller.....	1	5	.....	1	6	1000 00	75 00	45 00	9....12
Geneva.....	H. L. Chaplin.....	1	8	.....	1	9	1000 00	111 11	41 56	9....1
Genoa.....	W. J. Stewart.....	.....	4	.....	2	6	720 00	80 00	41 00	9....8
Gibbon.....	C. A. Fulmer.....	1	4	.....	1	5	675 00	75 00	45 00	9....7
Grafton.....	W. H. Bartz.....	.....	4	.....	1	5	765 00	50 00	45 00	9....3
Grand Island.....	Robt. J. Barr.....	4	33	.....	2	39	2000 00	80 00	50 00	9....8
Greenwood.....	Henry Menke.....	1	3	.....	1	3	675 00	75 00	45 00	9....9
Hardy.....	Albert J. Martin.....	.....	3	.....	3	6	590 00	65 00	42 50	9....9
Hartington.....	A. H. Collins.....	.....	5	.....	1	5	675 00	45 00	45 00	9....3
Harvard.....	C. W. Mills.....	2	9	.....	6	11	1000 00	111 10	40 00	9....8
Hastings.....	J. B. Monlux.....	2	26	.....	10	38	1600 00	133 33	46 90	9....8
Hebron.....	W. W. Brittain.....	2	9	.....	1	11	1000 00	111 50	47 81	9....6
Heldrege.....	W. R. Hart.....	3	9	.....	1	13	1250 00	.....	51 00	9....6
Hooper.....	James A. Collins.....	1	4	.....	1	5	850 00	85 00	50 00	10....10
Humboldt.....	Geo. R. Chatburn.....	1	7	.....	1	7	1000 00	111 10	40 75	9....12
Indianola.....	J. A. Smith.....	1	4	.....	1	5	675 00	67 50	42 50	9....1
Junia'ta.....	W. S. Webster.....	2	3	.....	5	5	900 00	100 00	50 00	9....2
Kearney.....	J. T. Morey.....	2	29	.....	31	31	1600 00	88 19	51 24	9....21
Kearse'w.....	S. A. Darland.....	1	3	.....	4	4	675 00	57 50	40 00	9....4
Lexington.....	J. K. Stableton.....	1	7	.....	1	9	1250 00	80 00	50 00	10....4
Liberty.....	G. B. M. Will.....	4	4	.....	1	4	540 00	55 00	40 00	9....4
Lincoln.....	Henry S. Jones.....	5	90	.....	95	95	2600 00	90 00	54 00	9....4
Long Pine.....	Julius Conklin.....	2	3	.....	1	5	720 00	80 00	46 66	9....5

TABLE NO. 31.—Continued.

Graded Schools—Number and Material of buildings, Number of Rooms, Salaries of Teachers, Length of Terms, and Number of Graduates, for the Year Ending July 13, 1891.

* B., F. and S. indicate brick, frame, and stone respectively.

CITIES AND VILLAGES.	SUPERINTENDENT OR PRINCIPAL.	Number of School Buildings.	*Material of Buildings.	No. of Rooms Used For			Total No. of Rooms in all School Buildings.	Salary of Superintendent (or Principal).	AVERAGE MONTHLY SALARY OF TEACHERS.		No. of Months School in School Year.	No. of Graduates this Year.
				Recitation and not for Study.	Recitation and Study.	Other School Purposes.			Males.	Females.		
Broken Bow...	H. H. Hiatt...	1	B.	1	6	5	7	900 00	100 00	50 00	9	3
Brownville...	M. B. C. True...	1	B.	1	3	1	5	540 00	60 00	35 00	9	4
Carleton...	J. B. Berkley...	3	F.	1	3	1	5	540 00	40 00	40 00	9	2
Cambridge...	Ira Doling...	1	B.	1	4	5	10	750 00	80 00	40 00	9	2
Central City...	R. McKelvey...	3	B. & F.	1	11	5	12	1000 00	45 00	45 00	10	8
Chadron...	John O. Taylor...	2	B. & F.	2	6	5	13	1111 00	111 10	48 57	10	...
Clarks...	T. R. Galvin...	2	B. & F.	...	6	1	7	765 00	85 00	38 31	9	...
Columbus...	J. M. Scott...	2	B. & F.	2	13	3	15	1100 00	60 00	49 60	9	13
Chester...	G. B. Woolford...	2	F.	...	4	8	7	630 00	70 00	35 00	9	8
Cortland...	W. L. Stahl...	1	F.	...	4	...	12	585 00	55 00	38 00	9	...
Cozad...	A. E. Allyn...	2	B. & F.	...	4	...	4	1500 00	67 50	37 50	9	...
Crete...	W. H. Skinner...	4	B. & F.	1	12	1	14	1500 00	60 00	51 81	10	20
Creighton...	R. L. Hoff...	1	F.	...	4	...	5	900 00	75 00	35 00	9	...
Culbertson...	C. M. Charles...	1	F.	1	4	...	5	715 00	70 00	41 66	9	...
Davenport...	O. P. Cowen...	1	B.	...	4	...	4	675 00	45 00	45 00	9	3
David City...	W. M. Moore...	3	B. & F.	1	11	2	14	1000 00	111 25	41 00	9	4
Decatur...	W. G. Fowler...	1	B.	...	3	...	3	590 00	65 00	40 00	9	2

DeWitt.....	H. Jennings.....	1	5.....2	6	675 00	62 50	45 00	9.....6
Dorchester.....	Wilson McBride.....	1	4.....	6	800 00	80 00	40 00	10.....6
Edgar.....	Jno. F. Curran.....	3	8.....	9	1100 00	74 08	40 83	9.....4
Elm Creek.....	L. B. Irvin.....	1	4.....	4	675 00	75 00	40 00	9.....4
Ewing.....	Will R. Jackson.....	1	4.....	4	630 00	70 00	35 00	9.....2
Exeter.....	W. C. Pickering.....	2	5.....	6	900 00	100 00	45 00	9.....2
Fairbury.....	C. P. Cary.....	1	12.....1	14	1200 00	133 33	54 00	9.....5
Fairfield.....	J. R. McKee.....	1	6.....	7	810 00	65 00	40 00	9.....2
Falls City.....	C. A. Woody.....	2	11.....	13	1100 00	122 22	45 00	9.....11
Falmont.....	J. S. Van Eaton.....	3	7.....	7	900 00	100 00	45 52	9.....10
Franklin.....	J. T. McKinnon.....	1	4.....	4	720 00	60 00	37 50	9.....5
Frontenac.....	P. W. Grinstead.....	8	31.....3	37	1350 00	65 00	49 14	9.....19
Friend.....	D. G. Hopkins.....	1	6.....2	6	850 00	85 00	41 66	10.....14
Fullerton.....	Geo. Kellar.....	1	5.....	6	1000 00	75 00	45 00	9.....12
Geneva.....	H. L. Chaplin.....	2	8.....	9	1000 00	111 11	41 56	9.....1
Genoa.....	W. J. Stewart.....	1	4.....2	6	720 00	80 00	41 00	9.....8
Gibbon.....	C. A. Fulmer.....	1	4.....	5	675 00	75 00	45 00	9.....7
Grafton.....	W. H. Bartz.....	1	4.....1	5	765 00	50 00	45 00	9.....3
Grand Island.....	Robt. J. Barr.....	6	33.....2	39	2000 00	80 00	50 00	9 1/2.....8
Greenwood.....	Henry Menke.....	1	3.....	4	675 00	75 00	45 00	9.....9
Hardy.....	Albert J. Martin.....	1	5.....3	6	590 00	65 00	42 50	9.....3
Hartington.....	A. H. Collins.....	1	5.....	5	675 00	45 00	45 00	9.....3
Harvard.....	C. W. Mills.....	6	9.....	11	1000 00	111 10	40 00	9.....3
Hastings.....	J. B. Monlux.....	5	26.....10	38	1600 00	133 33	46 90	9.....8
Hebron.....	W. W. Brittain.....	1	9.....1	11	1000 00	111 50	47 81	9.....6
Holdrege.....	W. R. Hart.....	2	9.....1	13	1250 00	.....	51 00	9.....6
Hooper.....	James A. Collins.....	1	4.....	5	850 00	85 00	50 00	10.....12
Humboldt.....	Geo. R. Chatburn.....	1	7.....1	9	1000 00	111 10	40 75	9.....1
Indianola.....	J. A. Smith.....	1	4.....	5	675 00	67 50	42 50	9.....2
Junata.....	W. S. Webster.....	2	3.....	5	900 00	100 00	50 00	9.....21
Kearney.....	J. T. Morey.....	7	29.....	31	1600 00	88 19	51 24	9.....4
Kenasa.....	S. A. Darland.....	1	3.....	4	675 00	57 50	40 00	9.....4
Lexington.....	J. K. Stableton.....	2	7.....1	9	1250 00	80 00	50 00	10.....4
Liberty.....	G. B. M. Will.....	1	4.....	95	540 00	55 00	40 00	9.....41
Lincoln.....	Henry S. Jones.....	19	90.....	5	2600 00	90 00	54 00	9.....5
Long Pine.....	Julius Conklin.....	1	3.....	5	720 00	90 00	46 66	9.....9

TABLE NO. 31.—Continued.

Graded Schools—Number and Material of buildings, Number of Rooms, Salaries of Teachers, Length of Terms, and Number of Graduates, for the Year Ending July 13, 1891.

* B., F. and S. indicate brick, frame, and stone respectively.

CITIES AND VILLAGES.	SUPERINTENDENT OR PRINCIPAL.	Number of School Buildings.	*Material of Buildings.	No. of Rooms Used For			Total No. of Rooms in all School Buildings.	Salary of Superintendent (or Principal).	AVERAGE MONTHLY SALARY OF TEACHERS.		No. of Months School in School Year.	No. of Graduates this Year.
				Recitation and Study.	Recitation and Study.	Other School Purposes.			Males.	Females.		
Louisville.....	W. P. Killen.....	1	F.	.....	4	.....	4	\$ 675 00	75 00	40 00	9	3
Loup City.....	M. H. Carleton.....	2	F.	.....	4	.....	4	720 00	80 00	46 66	9	3
Lyons.....	Sarah K. Daley.....	1	B.	.....	4	.....	4	675 00	75 00	49 00	9	6
Madison.....	C. W. Bigelow.....	3	B. & F.	1	6	.....	7	675 00	60 00	42 00	9	6
McCook.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mead.....	O. Dooley.....	1	F.	.....	3	.....	3	585 00	65 00	40 00	9	2
Milford.....	Jas. J. Patterson.....	2	B. & F.	1	5	1	7	800 00	45 00	45 00	9	15
Minden.....	W. A. Julian.....	1	B.	1	7	.....	8	1000 00	45 00	47 00	9	14
Nebraska City.....	G. D. Ostrom.....	8	B. & F.	2	31	1	34	1500 00	66 00	40 00	9	5
Neligh.....	H. C. Ostien.....	2	B.	2	5	.....	7	1100 00	126 66	48 33	9	2
Nelson.....	L. W. Fike.....	1	F.	1	6	.....	7	900 00	45 00	50 00	9	10
Norfolk.....	J. A. Hornberger.....	5	B. & F.	4	17	4	25	1190 00	55 00	30 00	10	2
North Bend.....	J. A. Dowden.....	2	B. & F.	1	6	2	9	1000 00	100 00	45 00	9	10
North Loup.....	W. C. Cobb.....	1	F.	.....	15	1	17	675 00	52 50	30 00	10	2
North Platte.....	M. H. Lobdell.....	6	B. & F.	1	3	.....	4	1100 00	84 00	59 00	9	2
Oakdale.....	E. T. McArthur.....	1	F.	1	3	.....	4	675 00	75 00	45 00	9	5
Oakland.....	D. E. Reese.....	2	B. & F.	1	2	.....	7	810 00	65 00	40 00	9	5

Odell.....	A. A. Reed.....	1	F.	4	.....	675 00	75 00	45 00	9	8
Ohioa.....	John C. Clegg.....	1	F.	4	.....	900 00	40 00	42 50	9	8
Omaha.....	Henry M. James.....	57	B. & F.	288	.....	3600 00	139 50	72 30	10	63
O'Neill.....	John Bland.....	1	B.	6	.....	900 00	100 00	45 00	9	8
Ord.....	J. K. Campbell.....	1	B.	8	.....	900 00	100 00	42 00	9	.....
Orleans.....	H. C. Laughlin.....	2	B. & F.	1	.....	1000 00	111 11	50 00	9	.....
Osceola.....	M. R. Snodgrass.....	1	B.	6	.....	800 00	67 00	42 50	9	4
Oxford.....	A. M. Murphy.....	1	B.	5	.....	700 00	.....	40 00	9	.....
Papillon.....	Paul Bergen.....	1	B.	4	.....	900 00	100 00	60 00	9	6
Pawnee City.....	W. J. Wise.....	2	B. & F.	13	.....	1200 00	.....	46 00	9	13
Plainview.....	M. A. Courtright.....	3	B. & F.	6	.....	540 00	60 00	42 50	9	.....
Plattsmouth.....	F. C. McClelland.....	8	B. & F.	26	.....	1500 00	110 00	47 39	9	7
Ponca.....	Miss M. Gallagher.....	2	F.	7	.....	900 00	45 00	40 00	9	8
Ravenna.....	H. E. Funk.....	1	B.	4	.....	1000 00	111 11	43 33	9	.....
Red Cloud.....	N. F. Daum.....	4	B. & F.	16	.....	1000 00	83 33	45 00	9	.....
Reynolds.....	Joseph E. Bowers.....	1	F.	2	.....	500 00	55 55	45 00	9	.....
Riverton.....	C. B. Pickrell.....	1	B.	4	.....	630 00	70 00	38 75	9	.....
Rulo.....	S. W. Witman.....	1	B.	4	.....	750 00	55 00	35 00	10	4
St. Paul.....	R. McKelvey.....	1	F.	9	.....	900 00	100 00	40 00	9	5
Schuyler.....	A. B. Hughes.....	5	F.	15	.....	1350 00	58 00	45 00	9	7
Scribner.....	W. K. Fowler.....	1	B.	4	.....	900 00	90 00	45 00	10	.....
Seward.....	G. F. Burkett.....	1	B. & F.	12	.....	1000 00	60 00	51 00	9	10
Shelton.....	H. A. Hull.....	1	F.	4	.....	1000 00	111 11	42 50	9	7
Sidney.....	W. J. McCoy.....	1	Stone.	7	.....	1125 00	125 00	68 00	9	4
South Omaha.....	A. A. Munroe.....	7	B. & F.	31	.....	1500 00	100 00	57 14	10	.....
Stanton.....	B. F. Miller.....	1	B.	5	.....	855 00	95 00	40 00	9	.....
Sterling.....	W. F. Vincent.....	1	B.	6	.....	652 50	72 50	42 66	9	.....
Stromsburg.....	J. A. Welker.....	1	F.	8	.....	900 00	100 00	44 16	9	6
Superior.....	Isaac E. Wilson.....	2	B.	16	.....	1200 00	45 00	45 00	9	10
Sutton.....	Alex. Stephens.....	2	B. & F.	11	.....	1300 00	.....	43 00	9	4
Syracuse.....	A. L. Caviness.....	1	B.	6	.....	810 00	90 00	48 75	9	.....
Table Rock.....	J. F. Ord.....	1	F.	4	.....	630 00	.....	40 00	9	8
Tecumseh.....	D. A. Cooper.....	3	B. S. & F.	11	.....	1000 00	111 11	43 33	9	4
Tekamah.....	C. F. Beck.....	3	B. & F.	13	.....	1000 00	80 00	42 00	9	17
Tobias.....	J. D. French.....	1	F.	5	.....	900 00	90 00	47 50	10	3
Trenton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE NO. 31.—Continued.

Graded Schools—Number and Material of buildings, Number of Rooms, Salaries of Teachers, Length of Terms, and Number of Graduates, for the Year Ending July 13, 1891.

* B., F. and S. indicate brick, frame, and stone respectively.

CITIES AND VILLAGES.	SUPERINTENDENT OR PRINCIPAL.	Number of School Buildings.	*Material of Buildings.	No. of Rooms Used For			Total No. of Rooms in all School Buildings.	Salary of Superintendent (or Principal).	AVERAGE MONTHLY SALARY OF TEACHERS.		No. of Months School in School Year.	No. of Graduates this Year.
				Recitation and not for Study.	Recitation and Study.	Other School Purposes.			Males.	Females.		
Louisville.....	W. P. Killen.....	1	F.	.....	4	.....	4	\$ 675 00	\$ 75 00	40 00	9	3
Loup City.....	M. H. Carleton.....	2	F.	.....	4	.....	4	720 00	80 00	46 66	9	3
Lyons.....	Sarah K. Daley.....	1	B.	.....	4	.....	4	675 00	75 00	49 00	9	3
Madison.....	C. W. Bigelow.....	3	B. & F.	1	6	.....	7	675 00	60 00	42 00	9	6
McCook.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mead.....	O. Dooley.....	1	F.	.....	3	.....	3	585 00	65 00	40 00	9	3
Milford.....	Jas. J. Patterson.....	2	B. & F.	1	5	1	7	800 00	45 00	45 00	9	2
Minden.....	W. A. Julian.....	1	B.	1	7	.....	8	1000 00	45 00	47 00	9	15
Nebraska City.....	G. D. Ostrom.....	8	B. & F.	2	31	1	34	1500 00	66 00	40 00	9	14
Neligh.....	H. C. Ostien.....	2	B.	2	5	.....	7	1100 00	126 66	48 33	9	5
Nelson.....	L. W. Fike.....	1	F.	1	6	.....	7	900 00	45 00	40 00	9	3
Norfolk.....	J. A. Hornberger.....	5	B. & F.	4	17	4	25	1100 00	55 00	50 00	9	2
North Bend.....	J. A. Dowden.....	2	B. & F.	1	6	2	9	1000 00	100 00	45 00	10	2
North Loup.....	W. C. Cobb.....	1	F.	.....	4	.....	4	675 00	52 50	30 00	9	10
North Platte.....	M. H. Lobdell.....	1	B. & F.	1	15	1	17	1100 00	84 00	59 00	10	2
Oakdale.....	E. T. McArthur.....	1	B. & F.	1	3	.....	4	675 00	75 00	45 00	9	2
Oakland.....	D. E. Reese.....	2	B. & F.	1	4	2	7	810 00	65 00	40 00	9	5

SUPERINTENDENT OF PUBLIC INSTRUCTION.

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TABLE NO. 31.—Continued.

Graded Schools—Number and Material of buildings, Number of Rooms, Salaries of Teachers, Length of Terms, and Number of Graduates, for the Year Ending July 13, 1891.

* B., F. and S. indicate brick, frame, and stone respectively.

CITIES AND VILLAGES.	SUPERINTENDENT OR PRINCIPAL.	Number of School Buildings.	*Material of Buildings.	No. of Rooms Used For			Total No. of Rooms in all School Buildings.	Salary of Superintendent (or Principal).	Average Monthly Salary of Teachers.		No. of Months School in School Year.	No. of Graduates this Year.
				Recitation and not for Study.	Recitation and Study.	Other School Purposes.			Males.	Females.		
Ulysses	C. H. Aldrich	1	B.	1	5	3	9	675 00	75 00	35 00	6	9
Utica	E. D. Stewart	1	F.	.....	4	.....	4	540 00	60 00	36 66	9	3
Valparaiso	G. W. Fox	1	F.	.....	4	2	6	675 00	57 50	45 00	6	9
Wahoo	T. H. Bradbury	4	B. & F.	1	13	2	16	1200 00	133 33	48 00	9	.....
Wakefield	C. F. Secord	1	B.	1	3	.....	4	720 00	80 00	37 00	9	.....
Wayne	B. W. Ashley	1	F.	1	5	1	7	900 00	100 00	48 00	9	.....
Weeping Water	A. H. Waterhouse	1	B.	1	6	.....	7	1200 00	82 66	42 50	9	13
West Point	D. S. Dusenberry	1	B.	.....	9	3	11	900 00	75 00	50 00	9	.....
Wilber	W. W. Borer	2	B. & F.	.....	9	1	10	1000 00	80 00	45 60	9	8
Wisner	Miss J. H. Rudolph	1	B.	1	4	1	6	765 00	.....	60 00	8	7
Wood River	W. L. Sprague	1	F.	.....	6	3	9	675 00	75 00	40 00	9	8
Wymore	W. H. Gardner	3	B.	1	11	.....	12	1200 00	.....	51 50	9	.....
York	H. R. Corbett	3	B.	2	14	3	19	1200 00	.....	45 00	9	17

TABLE NO. 32.

Graded Schools—Number and Material of Buildings, Number of Rooms, Salaries of Teachers, Length of Term, and Number of Graduates, For the Year Ending July 11, 1892.

*B., W. and S. indicate brick, wood and stone respectively.

CITIES AND VILLAGES.	NAME OF SUPERINTENDENT (OR PRINCIPAL).	No. of School Buildings.	Material of Buildings.*	No. of Recitation Rooms.	No. of Rooms Used for Study.	No. of Rooms Used for Other School Purp.s.	Total No. of Rooms.	Salary of Superintendent (or Principal).	Average Salary of Other Male Teachers per Month.	Average Salary of Other Female Teachers per Month.	No. of Months' School in Year.	No. of Graduates This Year.
Totals.....		273		104	933	151	1225	\$ 830 55	\$ 57 33	\$43 03	9½	540
Ainsworth	J. O. Berkley.....	1	B.	.....	4	1	5	720 00	.....	50 00	9	6
Albion	F. E. Jenkins.....	1	B.	.....	6	2	12	900 00	.....	43 75	9	9
Alliance	C. C. Williamson.....	1	B.	.....	4	1	5	900 00	.....	45 00	9	.....
Arlington	D. C. O'Connor.....	1	W.	.....	4	.....	4	810 00	.....	45 00	9	.....
Ashland.....	J. W. Crabtree.....	1	2 B., 1 W.	2	12	4	18	1100 00	.....	50 00	9	9
Atkinson	Ira Lamb.....	3	2 B., 1 W.	.....	5	.....	5	1125 00	.....	43 75	9	7
Auburn	Chas. Fordyce.....	2	1 B., 1 W.	2	9	.....	11	810 00	.....	40 87	9	8
Aurora	J. M. Hussey.....	4	1 B., 3 W.	.....	13	.....	13	1000 00	.....	60 00	9	10
Beatrice	C. G. Pearse.....	3	2 B., 1 W.	.....	13	.....	13	1000 00	.....	52 22	9	16
Beaver City	W. J. Lutton.....	8	7 B., 1 W.	4	38	6	48	1800 00	.....	72 16	9	11
Bennett.....	W. P. Sullivan.....	1	B.	1	5	.....	6	720 00	.....	.....	9	.....
Blair	D. O. Hibbard.....	1	W.	.....	3	.....	4	720 00	.....	35 00	9	.....
Blue Hill	J. R. Thornton.....	5	4 B., 1 W.	1	14	1	16	1200 00	.....	47 66	9	2
Boelus	Arthur L. Barneby.....	1	B.	.....	4	.....	4	902 50	.....	40 00	9½	.....
Bradshaw	W. T. Oatis.....	1	W.	.....	2	.....	2	720 00	.....	40 00	9	2
Brainard.....	J. E. Hicks.....	1	W.	.....	4	1	5	585 00	.....	40 00	9	.....
					2	.....	2	600 00	.....	40 00	10	4

TABLE NO. 31.—Continued.

Graded Schools—Number and Material of buildings, Number of Rooms, Salaries of Teachers, Length of Terms, and Number of Graduates, for the Year Ending July 13, 1891.

* B., F. and S. indicate brick, frame, and stone respectively.

CITIES AND VILLAGES.	SUPERINTENDENT OR PRINCIPAL.	Number of School Buildings.	*Material of Buildings.	No. of Rooms USED FOR			Total No. of Rooms in all School Buildings.	Salary of Superintendent (or Principal).	AVERAGE MONTHLY SALARY OF TEACHERS.		No. of Months School in School Year.	No. of Graduates this Year.
				Recitation and not for Study.	Recitation and Study.	Other School Purposes.			Males.	Females.		
Ulysses	C. H. Aldrich	1	B.	1	5	3	9	\$ 675 00	\$ 75 00	\$ 35 00	9	6
Utica	E. D. Stewart	1	F.	...	4	...	4	\$ 540 00	\$ 60 00	\$ 36 66	9	3
Valparaiso	G. W. Fox	1	F.	...	4	...	6	\$ 675 00	\$ 57 50	\$ 45 00	9	3
Wahoo	T. H. Bradbury	4	B. & F.	1	13	2	16	\$ 1200 00	\$ 133 33	\$ 48 00	9	...
Wakefield	C. F. Secord	1	B.	1	3	...	4	\$ 720 00	\$ 80 00	\$ 37 00	9	...
Wayne	B. W. Ashley	1	F.	1	5	1	7	\$ 900 00	\$ 100 00	\$ 48 00	9	...
Weeping Water	A. H. Waterhouse	1	B.	1	6	...	7	\$ 1200 00	\$ 82 66	\$ 45 50	9	13
West Point	D. S. Dusenberry	1	B.	...	8	...	11	\$ 900 00	\$ 75 00	\$ 50 00	9	8
Wilber	W. W. Boner	2	B. & F.	...	9	...	10	\$ 1000 00	\$ 80 00	\$ 45 60	9 1/2	7
Wisner	Miss J. H. Rudolph	1	B.	1	4	1	6	\$ 765 00	.....	\$ 60 00	9	8
Wood River	W. L. Sprague	1	F.	...	6	...	9	\$ 675 00	\$ 75 00	\$ 40 00	9	7
Wymore	W. H. Gardner	3	B.	1	11	...	12	\$ 1200 00	.....	\$ 51 50	9	...
York	H. R. Corbett	3	B.	2	14	3	19	\$ 1200 00	.....	\$ 45 00	9	17

TABLE NO. 32.

Graded Schools—Number and Material of Buildings, Number of Rooms, Salaries of Teachers, Length of Term, and Number of Graduates, For the Year Ending July 11, 1892.

*B., W. and S. indicate brick, wood and stone respectively.

CITIES AND VILLAGES.	NAME OF SUPERINTENDENT (OR PRINCIPAL).	No. of School Buildings.	Material of Buildings.*	No. of Recitation Rooms.	No. of Rooms Used for Study.	No. of Rooms Used for Other School Purps.	Total No. of Rooms.	Salary of Superintendent (or Principal).	Average Salary of Other Male Teachers per Month.	Average Salary of Other Female Teachers per Month.	No. of Months' School in Year.	No. of Graduates This Year.
Totals.		273		104	933	151	1225	\$ 830 55	\$ 57 33	\$ 43 03	9½	540
Ainsworth	J. O. Berkley.	1	B.	1	4	1	5	720 00	50 00	50 00	9	6
Albion	F. E. Jenkins.	1	B.	1	6	2	12	900 00	50 00	43 75	9	9
Alliance	C. C. Williamson.	1	B.	1	4	1	5	900 00	45 00	45 00	9	9
Arlington	D. C. O'Connor.	1	W.	1	4	1	4	810 00	45 00	45 00	9	9
Ashland	J. W. Crabtree	3	2 B., 1 W.	2	12	4	18	1100 00	65 00	50 00	9	9
Atkinson	Ira Lamb	2	1 B., 1 W.	2	5	9	11	810 00	90 00	43 75	9	7
Auburn	Chas. Fordyce	4	1 B., 3 W.	2	9	9	11	1125 00	60 00	40 87	9	8
Aurora	J. M. Hussey	3	2 B., 1 W.	4	13	6	13	1000 00	60 00	44 00	9	10
Beatrice	C. G. Pearse	8	7 B., 1 W.	4	38	6	48	1800 00	72 16	52 22	9	16
Beaver City	W. J. Lutton.	1	B.	1	3	5	6	720 00	43 75	43 75	9	11
Bennett.	W. P. Sullivan	1	W.	1	3	3	4	720 00	35 00	35 00	9	2
Blair	D. O. Hibbard	5	4 B., 1 W.	1	14	1	16	1200 00	47 66	47 66	9	2
Blue Hill	J. R. Thornton	1	B.	1	4	1	4	902 50	40 00	40 00	9½	2
Boelus	Arthur L. Barneby	1	W.	1	2	2	2	720 00	40 00	40 00	9	2
Bradshaw	W. T. Oatis	1	W.	1	4	1	5	585 00	40 00	40 00	9	4
Brainard	J. E. Hicks	1	W.	1	2	2	2	600 00	40 00	40 00	10	4

TABLE NO. 32.—Continued.

Graded Schools—Number and Material of Buildings, Number of Rooms, Salaries of Teachers, Length of Term, and Number of Graduates, For the Year Ending July 11, 1892.

*B., W. and S. indicate brick, wood and stone respectively.

CITIES AND VILLAGES.	NAME OF SUPERINTENDENT (OR PRINCIPAL).	No. of School Buildings.	Material of Buildings.*	No. of Recitation Rooms.	No. of Rooms Used for Study.	No. of Rooms Used for Other School Purp's.	Total No. of Rooms.	Salary of Superintendent (or Principal). *	Average Salary of Other Male Teachers per Month.	Average Salary of Other Female Teachers per Month.	No. of Months' School in Year.	No. of Graduates This Year.
Broken Bow.....	J. D. French.....	1	W.	2	7	2	9	\$ 900 00	\$50 00	\$50 00	9	3
Brownville.....	W. M. Crichton.....	1	B.	1	3	2	6	450 00	30 00	30 00	9	3
Calhoun.....	J. M. Keating.....	2	W.	...	3	2	5	675 00	40 00	40 00	9	4
Cambridge.....	A. O. Thomas.....	1	B.	...	4	1	5	720 00	40 00	40 00	9	9
Central City.....	R. McKelvey.....	3	2 B., 1 W.	1	10	1	12	900 00	45 00	45 00	9	9
Chadron.....	John O. Taylor.....	2	1 B., 1 W.	1	7	6	14	1200 00	52 85	52 85	9½	9
Clarks.....	F. R. Galvin.....	2	1 B., 1 W.	...	6	2	8	...	...	...	9	3
Clarkson.....	R. L. Spangler.....	1	W.	...	2	...	2	500 00	35 00	35 00	10	...
Clay Center.....	J. N. Hursh.....	1	W.	...	4	...	5	810 00	38 33	38 33	9	...
Clearwater.....	H. M. Stockwell.....	1	W.	...	2	...	3	450 00	35 00	35 00	9	...
Columbus.....	J. M. Scott.....	5	3 B., 2 W.	2	14	...	16	1100 00	51 00	51 00	9	3
Cortland.....	C. A. Vancil.....	1	B.	4	4	...	8	585 00	40 00	40 00	9	...
Craig.....	Mrs. O. S. Hale.....	1	W.	...	3	...	3	540 00	40 00	40 00	9	...
Crawford.....	W. R. Sliders.....	2	1 B., 1 W.	...	5	1	8	855 00	60 00	60 00	9	...
Craigton.....	R. L. Hoff.....	1	W.	...	5	3	8	900 00	35 00	35 00	9	1
Culbertson.....	W. B. Waits.....	1	B.	...	5	...	5	765 00	55 00	55 00	9	1
Curtis.....	J. H. Nickerson.....	1	W.	...	3	...	4	600 00	41 66	41 66	9	...

Dannebrog.....	E. T. N. Alford.....	1	B.	2	495 00	40 00	9	.....
J. S. Van Eaton.....	1 B., 2 W.	3	B.	12	13 1000 00	40 83 9	2	.....
Decatur.....	W. G. Fowler.....	1	B.	4	585 00	40 00	9	.....
DeWitt.....	H. Jennings.....	1	B.	1	5 675 00	50 00	9	.....
Diller.....	U. G. Mason.....	2	W.	2	1 4	40 00	9	.....
Dodge.....	C. A. Manville.....	1	B.	4	8 800 00	50 00	10	.....
Dorchester.....	Wilson McBride.....	1	B.	4	2	40 00	10	.....
Douglas.....	R. C. Jessen.....	1	W.	2	2 495 00	35 00	9	.....
Dubois.....	S. A. Chidester.....	1	W.	2	2 450 00	38 00	9	.....
Elk Creek.....	Chas. Arnot.....	1	B.	2	2 450 00	35 00	9	.....
Elmwood.....	F. E. Haughey.....	3	W.	2	6 435 00	37 50	9	.....
Elwood.....	J. W. Thomas.....	1	W.	3	4 720 00	40 00	9	.....
Emerson.....	J. W. Fisher.....	1	W.	2	1 4 585 00	35 00	9	.....
Endicott.....	J. L. Vincent.....	1	W.	1	2 1 4 600 00	40 00	9	.....
Ewing.....	Will R. Jackson.....	2	W.	4	2	35 00	9	.....
Exeter.....	W. C. Pickering.....	1	1 B., 1 W.	1 5	6 900 00	.....	9	.....
Fairbury.....	C. P. Cary.....	3	B.	13	14 1200 00	75 00	9	.....
Fairfield.....	J. R. McKee.....	1	2 W.	6	7 900 00	40 00	9	.....
Farmont.....	J. H. Graham.....	3	2 B., 1 W.	8	8 810 00	44 64	9	.....
Firth.....	Geo. Zahn.....	1	W.	2	6 675 00	50 00	9	.....
Franklin.....	J. T. McKinnon.....	1	W.	4	4 720 00	50 00	9	.....
Frontenot.....	Eoline Clark.....	8	6 B., 2 W.	28	41 1350 00	85 00	9 1/2	.....
Friend.....	D. G. Hopkins.....	1	B.	6	1 8 900 00	41 66 10	5	.....
Fullerton.....	W. L. Stephens.....	1	W.	5	6 900 00	40 00	9	.....
Gandy.....	E. D. Snyder.....	2	W.	2	4 405 00	35 00	9	.....
Geneva.....	H. L. Chaplin.....	3	B. & W.	1 9	10 1000 00	41 40 9	10	.....
Gering.....	E. P. Cromer.....	1	B.	1	1 210 00	25 00	6	.....
Gibbon.....	C. A. Fulmer.....	1	W.	1 4	5 900 00	40 00	9	.....
Grafton.....	W. H. Bartz.....	1	W.	4	1 5 765 00	50 00	9	.....
Grand Island.....	Robt. J. Barr.....	6	4 B., 2 W.	33	3 42 2000 00	81 00	9 1/2	.....
Greeley Center.....	Joseph Sparks.....	1	B.	1 3	4 675 00	43 00	9	.....
Hastings.....	J. B. Monlux.....	5	B.	25	10 1600 00	58 47	9	.....
Hebron.....	W. W. Brittain.....	2	1 B., 1 W.	9	12 1000 00	48 00	9	.....
Hickman.....	John J. Anderson.....	1	W.	3	4 630 00	40 00	9	.....
Holdrege.....	W. R. Hart.....	2	B.	3	1 17 1250 00	51 00	9	.....
Hooper.....	James A. Collins.....	1	B.	4	1 5 1000 00	45 00	10	.....

TABLE NO. 32.—Continued.

Graded Schools—Number and Material of Buildings, Number of Rooms, Salaries of Teachers, Length of Term, and Number of Graduates, For the Year Ending July 11, 1892.

*B., W. and S. indicate brick, wood and stone respectively.

CITIES AND VILLAGES.	NAME OF SUPERINTENDENT (OR PRINCIPAL).	No. of School Buildings.	Material of Buildings.*	No. of Recitation Rooms.	No. of Rooms Used for Study.	No. of Rooms Used for Other School Purp's.	Total No. of Rooms.	Salary of Superintendent (or Principal).	Average Salary of Other Male Teachers per Month.	Average Salary of Other Female Teachers per Month.	No. of Months' School in Year.	No. of Graduates This Year.
Broken Bow	J. D. French	1	W.	2	7	2	9	\$ 900 00	350 00	350 00	9	2
Brownville	W. M. Orichton	1	B.	1	3	2	5	450 00	30 00	30 00	9	3
Calhoun	J. M. Keating	2	W.	...	3	2	5	675 00	40 00	40 00	9	...
Cambridge	A. O. Thomas	1	B.	...	4	1	5	720 00	40 00	40 00	9	4
Central City	R. McKelvey	3	2 B., 1 W.	1	10	1	12	900 00	45 00	45 00	9	5
Chadron	John O. Taylor	2	1 B., 1 W.	1	7	6	14	1200 00	52 85	52 85	9 1/2	6
Clarks	I. R. Galvin	2	1 B., 1 W.	...	6	2	8	...	...	...	9	3
Clarkson	R. L. Spangler	1	W.	2	2	...	2	500 00	45 00	45 00	10	...
Clay Center	J. N. Hursh	1	W.	...	4	...	5	810 00	38 33	38 33	9	...
Clearwater	H. M. Stockwell	1	W.	...	2	...	3	450 00	35 00	35 00	9	...
Columbus	J. M. Scott	5	3 B., 2 W.	2	14	...	16	1100 00	51 00	51 00	9	3
Cortland	C. A. Vancil	1	W.	4	4	...	8	585 00	40 00	40 00	9	...
Craig	Mrs. O. S. Hale	1	W.	...	3	...	3	540 00	40 00	40 00	9	...
Crawford	W. R. Siders	2	1 B., 1 W.	...	5	1	8	855 00	60 00	60 00	9	1
Creighton	R. L. Hoff	1	W.	...	5	3	8	900 00	35 00	35 00	9	1
Culbertson	W. B. Waits	1	B.	...	5	...	5	765 00	55 00	55 00	9	...
Curtis	J. H. Nickerson	1	W.	...	3	...	4	600 00	40 00	40 00	9	...

Dannebrog.....	E. T. N. Alford.....	1	1	B.	2	1	495 00	40 00 9	2	1	40 00 9	2
David City.....	J. S. Van Eaton.....	3	3	1 B., 2 W.	12	13	1000 00	40 83 9	13	1	40 83 9	13
Decatur.....	W. G. Fowler.....	1	1	B.	4	4	585 00	40 00 9	4	1	40 00 9	4
DeWitt.....	H. Jennings.....	1	1	B.	4	5	675 00	50 00 9	5	1	50 00 9	5
Diller.....	U. G. Mason.....	2	2	W.	2	3	450 00	40 00 9	3	1	40 00 9	3
Dodge.....	C. A. Manville.....	1	1	B.	4	8	450 00	40 00 10	8	2	40 00 10	8
Dorchester.....	Wilson McBride.....	1	1	B.	4	6	800 00	40 00 10	6	2	40 00 10	6
Douglas.....	R. C. Jessen.....	1	1	W.	2	2	495 00	35 00 9	2	1	35 00 9	2
Dubuois.....	S. A. Chidester.....	1	1	W.	2	2	450 00	38 00 9	2	1	38 00 9	2
Elk Creek.....	Chas. Arnot.....	1	1	B.	2	2	450 00	35 00 9	2	1	35 00 9	2
Elmwood.....	F. E. Haughey.....	3	3	W.	2	6	435 00	37 50 9	6	1	37 50 9	6
Elwood.....	J. W. Thomas.....	1	1	W.	3	4	720 00	35 00 9	4	1	35 00 9	4
Emerson.....	J. W. Fisher.....	1	1	W.	2	4	585 00	35 00 9	4	1	35 00 9	4
Endicott.....	J. L. Vincent.....	1	1	W.	2	4	600 00	40 00 9	4	1	40 00 9	4
Ewing.....	Will R. Jackson.....	1	1	W.	4	6	720 00	35 00 9	6	1	35 00 9	6
Exeter.....	W. C. Picking.....	2	2	1 B., 1 W.	5	6	900 00	51 00 9	6	1	51 00 9	6
Fairbury.....	C. P. Cary.....	3	3	B.	13	14	1200 00	75 00	14	1	75 00	14
Fairfield.....	J. R. McKee.....	2	2	W.	6	7	900 00	40 00 9	7	1	40 00 9	7
Fairmont.....	J. H. Graham.....	3	3	2 B., 1 W.	8	8	810 00	44 64 9	8	1	44 64 9	8
Firth.....	Geo. Zahn.....	1	1	W.	2	4	675 00	50 00 9	4	1	50 00 9	4
Franklin.....	J. T. McKinnon.....	1	1	W.	4	4	720 00	38 33 9	4	1	38 33 9	4
Fremont.....	Eoline Clark.....	8	8	6 B., 2 W.	28	41	1350 00	85 00	41	1	85 00	41
Friend.....	D. G. Hopkins.....	1	1	B.	6	8	900 00	41 66 10	8	1	41 66 10	8
Fullerton.....	W. L. Stephens.....	1	1	W.	5	6	900 00	40 00 9	6	1	40 00 9	6
Gandy.....	E. D. Snyder.....	2	2	W.	2	2	405 00	45 00 9	2	1	45 00 9	2
Geneva.....	H. L. Chaplin.....	3	3	B. & W.	9	10	1000 00	41 40 9	10	1	41 40 9	10
Gering.....	E. P. Cromer.....	1	1	B.	1	1	210 00	25 00 6	1	1	25 00 6	1
Gibson.....	C. A. Fulmer.....	1	1	W.	4	5	900 00	40 00 9	5	1	40 00 9	5
Grafton.....	W. H. Bartz.....	1	1	W.	4	5	765 00	45 00 9	5	1	45 00 9	5
Grand Island.....	Robt. J. Barr.....	6	6	4 B., 2 W.	33	42	2000 00	50 00	42	1	50 00	42
Greedy Center.....	Joseph Sparks.....	1	1	B.	3	4	675 00	53 00 9	4	1	53 00 9	4
Hastings.....	J. B. Monlux.....	5	5	B.	25	41	1600 00	43 80 9	41	1	43 80 9	41
Hebron.....	W. W. Brittain.....	2	2	1 B., 1 W.	9	12	1000 00	48 00 9	12	1	48 00 9	12
Hickman.....	John J. Anderson.....	1	1	W.	3	4	630 00	40 00 9	4	1	40 00 9	4
Holdrege.....	W. R. Hart.....	2	2	B.	9	17	1250 00	51 00 9	17	1	51 00 9	17
Hooper.....	James A. Collins.....	1	1	B.	4	5	1000 00	45 00 10	5	1	45 00 10	5

TABLE NO. 32.—Continued.

Graded Schools—Number and Material of Buildings, Number of Rooms, Salaries of Teachers, Length of Term, and Number of Graduates, For the Year Ending July 11, 1892.

*B., W. and S. indicate brick, wood and stone respectively.

CITIES AND VILLAGES.	NAME OF SUPERINTENDENT (OR PRINCIPAL).	No. of School Buildings.	Material of Buildings.*	No. of Recitation Rooms.	No. of Rooms Used for Study.	No. of Rooms Used for Other School Purp's.	Total No. of Rooms.	Salary of Superintendent (or Principal).	Average Salary of Other Male Teachers per Month.	Average Salary of Other Female Teachers per Month.	No. of Months' School in Year.	No. of Graduates This Year.
Humboldt.....	M. H. Carleton.....	1	B.	1	7	1	9	\$1000 00	\$42 98	\$42 98	9	5
Humphrey.....	D. T. Dickinson.....	1	B.	4	4	...	8	600 00	40 00	40 00	9½	...
Johnson.....	L. P. Arnot.....	1	W.	...	2	...	2	450 00	40 00	40 00	9	...
Junata.....	D. M. Ball.....	2	1 B., 1 W.	1	3	...	5	750 00	46 00	46 00	10	2
Kearney.....	J. T. Morey.....	2	4 B., 5 W.	2	27	1	28	1600 00	52 08	52 08	9	15
Lexington.....	J. K. Stableton.....	9	1 B., 1 W.	1	8	2	11	1250 00	52 19	52 19	9	...
Liberty.....	J. T. Albin.....	1	W.	...	4	...	4	495 00	45 00	35 00	9	5
Lindsay.....	— Miller.....	1	W.	...	2	...	2	450 00	35 00	35 00	9	...
Long Pine.....	Julius Conklin.....	1	B.	1	3	1	9	720 00	38 55	38 55	9	...
Louisville.....	W. P. Killen.....	1	W.	...	4	...	4	675 00	40 00	40 00	9	...
Lyons.....	D. W. Gilliland.....	1	B.	...	4	...	4	900 00	40 00	40 00	9	3
Madison.....	C. A. Bigelow.....	3	2 B., 1 W.	1	6	...	9	810 00	50 00	40 00	9	6
McCool Junction.....	Geo. Holdeman.....	1	W.	...	2	1	3	450 00	40 00	40 00	9	4
Mead.....	O. Dooley.....	1	W.	1	3	...	5	585 00	40 00	40 00	9	...
Millard.....	G. M. Mullins.....	1	W.	...	3	2	6	900 00	52 50	52 50	10	...
Milligan.....	J. Sement.....	1	W.	...	2	...	2	600 00	35 00	35 00	10	...
Minden.....	W. A. Julian.....	1	B.	1	7	...	8	1000 00	51 00	51 00	9	12

Nebraska City.....	W. H. Gardner.....	8	6 B., 2 W.	2	34	1	37	1500 00	69 00	44 00	9	15
Nelson.....	L. W. Fike.....	1	B.	1	6	.....	7	900 00	45 00	42 50	9	6
Nemaha City.....	J. H. Veeder.....	1	B.	.....	3	.....	3	540 00	.....	35 00	9	.....
Newman Grove.....	W. D. Young.....	1	W.	.....	3	.....	4	405 00	.....	35 00	9	.....
Niobrara.....	D. D. Martindale.....	1	B.	1	3	.....	4	810 00	.....	50 00	9	.....
Norfolk.....	J. A. Hornberger.....	5	3 B., 2 W.	4	17	7	28	1200 00	.....	50 00	9	11
North Bend.....	J. A. Dowden.....	2	1 B., 1 W.	1	6	2	4	1000 00	40 00	36 00	10	.....
North Loup.....	H. C. Laughlin.....	1	W.	.....	4	.....	4	675 00	.....	40 00	9	9
North Platte.....	I. A. Sabin.....	6	1 B., 5 W.	1	15	1	17	1100 00	85 00	58 50	10	2
Oak.....	Geo. G. Hedgecock.....	1	W.	.....	2	.....	8	380 00	.....	30 00	8	.....
Oakland.....	D. E. Reese.....	1	B.	1	5	2	4	855 00	40 00	40 00	9	8
Odell.....	V. M. Babbitt.....	1	W.	.....	4	.....	4	540 00	45 00	42 50	9	.....
Omaha.....	John C. Clegg.....	1	W.	.....	8	.....	4	900 00	45 00	40 00	9	4
Orleans.....	J. K. Campbell.....	3	1 B., 2 W.	1	4	5	10	1000 00	.....	43 50	9	4
Pawnee City.....	G. R. McCrary.....	2	1 B., 1 W.	1	10	1	12	1200 00	.....	51 25	9	5
Pierce.....	W. J. Wise.....	1	B.	1	5	3	9	720 00	.....	44 50	9	.....
Ponca.....	F. E. Morrow.....	2	W.	1	7	1	9	810 00	.....	43 00	9	3
Randolph.....	Bion H. Culver.....	1	B.	.....	4	.....	5	675 00	.....	47 50	9	6
Ravenna.....	H. E. Funk.....	1	B.	.....	4	.....	2	495 00	.....	46 63	9	.....
Raymond.....	J. W. Kerns.....	1	W.	.....	2	.....	2	430 00	.....	40 00	9	.....
Red Cloud.....	Geo. M. Caster.....	4	2 B., 2 W.	2	11	1	14	1200 00	.....	44 16	9	3
Rising City.....	W. S. McVey.....	1	W.	.....	4	.....	2	675 00	.....	40 00	9	.....
Roseland.....	M. M. Patterson.....	1	W.	.....	2	.....	2	540 00	.....	40 00	9	.....
Rulo.....	H. S. Pershing.....	1	B.	4	1	2	8	675 00	50 00	35 00	9	.....
Salem.....	L. W. Witman.....	1	B.	.....	3	.....	3	630 00	.....	40 00	9	4
Schuyler.....	A. B. Hughes.....	4	W.	2	12	.....	14	1200 00	67 50	50 00	9	5
Seward.....	W. K. Fowler, Jr.....	1	B.	.....	4	.....	13	900 00	.....	45 00	10	7
Sidney.....	G. F. Burkett.....	6	1 B., 5 W.	2	11	.....	35	1000 00	.....	41 00	9	3
South Omaha.....	Chas. E. Barber.....	1	S.	1	4	1	6	900 00	.....	61 00	9	4
Steele City.....	A. A. Munroe.....	7	4 B., 3 W.	2	26	7	25	1500 00	100 00	58 06	10	5
Sterling.....	J. R. Alcock.....	1	B.	.....	3	2	5	600 00	.....	40 00	9	.....
Stockville.....	S. P. Arnot.....	1	B.	.....	2	1	3	675 00	.....	41 25	9	4
Stromsburg.....	B. G. Moulton.....	2	W.	.....	2	1	7	900 00	.....	40 00	9	.....
Superior.....	G. W. Crozier.....	1	W.	.....	6	.....	16	1200 00	50 00	45 00	9	6
	Isaac E. Wilson.....	2	B.	2	9	5	.....	.....	.....	.....	9	10

TABLE NO. 32.—Continued.

Graded Schools—Number and Material of Buildings, Number of Rooms, Salaries of Teachers, Length of Term, and Number of Graduates, For the Year Ending July 11, 1892.

*B., W. and S. indicate brick, wood and stone respectively.

CITIES AND VILLAGES.	NAME OF SUPERINTENDENT (OR PRINCIPAL).	No. of School Buildings.	Material of Buildings.*	No. of Recitation Rooms.	No. of Rooms Used for Study.	No. of Rooms Used for Other School Purps.	Total No. of Rooms.	Salary of Superintendent (or Principal).	Average Salary of Other Male Teachers per Month.	Average Salary of Other Female Teachers per Month.	No. of Months' School in Year.	No. of Graduates This Year.
Humboldt.	M. H. Carleton.	1	B.	1	7	1	9	\$1000 00	\$42 86	\$42 86	9	5
Humphrey	D. T. Dickinson.	1	B.	4	4	...	8	600 00	...	40 00	9½	...
Johnson.	L. P. Arnot.	1	W.	2	2	...	2	450 00	...	40 00	9	...
Junata.	D. M. Ball.	1	W.	1	3	...	5	750 00	...	46 00	10	...
Kearney	J. T. Morey.	2	1 B., 1 W.	1	27	1	28	1600 00	80 33	52 19	9	15
Lexington	J. K. Stableton.	9	4 B., 5 W.	1	8	2	11	1250 00	...	52 08	9	...
Liberty	J. T. Albin.	1	1 B., 1 W.	1	4	...	4	495 00	45 00	35 00	9	...
Lindsay	— Miller.	1	W.	...	2	...	2	450 00	...	35 00	9	...
Long Pine	Julius Conklin.	1	B.	1	3	1	9	720 00	...	38 55	9	...
Louisville	W. P. Killen.	1	W.	...	4	...	4	675 00	40 00	40 00	9	...
Lyons	D. W. Gilliland.	1	B.	...	4	...	4	900 00	...	40 00	9	...
Madison.	C. A. Bigelow.	1	2 B., 1 W.	1	6	...	9	810 00	50 00	40 00	9	...
McCool Junction	Geo. Holdeman	3	W.	1	2	1	3	450 00	...	40 00	9	...
Mead.	O. Dooley	1	W.	...	3	...	5	585 00	...	40 00	9	...
Millard.	G. M. Mullins.	1	W.	1	3	2	5	900 00	...	52 50	10	...
Milligan	J. Selment.	1	W.	...	2	...	2	600 00	...	35 00	10	...
Minden	W. A. Julian	1	B.	1	1	...	8	1000 00	...	51 00	9	12

Nebraska City	W. H. Gardner	8	6 B., 2 W.	2	34	1	37	1500 00	69 00	44 00	9	15
Nelson	L. W. Fike	1	B.	1	6	...	7	900 00	45 00	42 50	9	6
Nemaha City	J. H. Veeder	1	B.	...	3	...	3	540 00	...	35 00	9	...
Newman Grove	W. D. Young	1	W.	...	3	...	4	405 00	...	35 00	9	...
Niobrara	D. D. Martindale	1	B.	1	3	...	4	810 00	...	50 00	9	...
Norfolk	J. A. Hornberger	5	3 B., 2 W.	4	17	7	28	1200 00	...	50 00	9	11
North Bend	J. A. Dowden	2	1 B., 1 W.	1	6	2	...	1000 00	40 00	46 00	10	...
North Loup	H. C. Laughlin	1	W.	...	4	...	...	675 00	...	30 00	9	9
North Platte	L. A. Sabin	6	1 B., 5 W.	1	15	1	17	1100 00	85 00	58 50	10	2
Oak	Geo. G. Hedgcock	1	W.	...	2	...	...	380 00	...	30 00	8	...
Oakland	D. E. Reese	1	B.	1	5	2	8	855 00	40 00	40 00	9	...
Odell	V. M. Babbitt	1	W.	...	4	...	4	540 00	45 00	42 50	9	...
Omaha	John C. Clegg	1	W.	...	4	...	4	900 00	45 00	40 00	9	4
Ord	J. K. Campbell	3	1 B., 2 W.	...	8	...	8	900 00	...	43 50	9	4
Orleans	G. R. McCrary	2	1 B., 1 W.	1	10	5	10	1000 00	...	51 25	9	5
Pawnee City	W. J. Wise	2	1 B., 1 W.	1	1	12	12	1200 00	...	44 50	9	...
Ponca	F. E. Morrow	1	B.	1	5	3	9	720 00	...	43 00	9	3
Poncha	Pierce	2	W.	1	7	1	5	810 00	...	...	9	6
Randolph	Bion H. Culver	1	B.	...	4	1	9	675 00	...	47 50	9	...
Ravenna	H. E. Funk	1	B.	...	4	...	4	900 00	...	46 63	9	...
Raymond	J. W. Kerns	1	W.	...	2	...	2	495 00	...	40 00	9	...
Red Cloud	Geo. M. Caster	4	2 B., 2 W.	2	11	1	14	1200 00	...	44 16	9	3
Rising City	W. S. McVey	1	W.	...	4	...	4	675 00	...	40 00	9	...
Roseland	M. M. Patterson	1	W.	...	2	...	2	540 00	...	40 00	9	...
Rulo	H. S. Pershing	1	B.	4	1	2	3	675 00	50 00	35 00	9	...
Salem	L. W. Wikman	1	B.	...	3	...	3	630 00	...	40 00	9	4
Schuyler	A. B. Hughes	4	W.	2	12	...	14	1200 00	67 50	50 00	9	5
Scribner	W. K. Fowler, Jr.	1	B.	...	4	...	4	900 00	45 00	45 00	10	7
Seward	G. F. Burkett	6	1 B., 5 W.	2	11	...	13	1000 00	...	44 00	9	3
Sidney	Chas. E. Barber	1	S.	1	4	1	6	900 00	...	61 00	9	4
South Omaha	A. A. Munroe	7	4 B., 3 W.	2	26	7	35	1500 00	100 00	58 00	10	5
Steele City	J. R. Alcock	1	B.	...	3	2	6	675 00	...	41 25	9	4
Sterling	S. P. Arnot	1	B.	...	5	1	3	630 00	...	40 00	9	...
Stockville	B. G. Moulton	2	W.	...	6	1	7	900 00	...	40 00	9	6
Stromsburg	G. W. Crozier	1	W.	...	2	...	...	...	...	...	9	...
Superior	Isaac E. Wilson	2	B.	2	9	5	16	1200 00	50 00	45 00	9	10

TABLE NO. 32.—Continued.

Graded Schools—Number and Material of Buildings, Number of Rooms, Salaries of Teachers, Length of Term, and Number of Graduates, For the Year Ending July 11, 1892.

*B., W. and S. indicate brick, wood and stone respectively.

CITIES AND VILLAGES.	NAME OF SUPERINTENDENT (OR PRINCIPAL).	No. of School Buildings.	Material of Buildings.*	No. of Recitation Rooms.	No. of Rooms Used for Study.	No. of Rooms Used for Other School Purps.	Total No. of Rooms.	Salary of Superintendent (or Principal).	Average Salary of Other Male Teachers per Month.	Average Salary of Other Female Teachers per Month.	No. of Months' School in Year.	No. of Graduates This Year.
Humboldt.	M. H. Carleton.	1	B.	1	7	1	9	\$1000 00	\$42 86	\$42 86	9	5
Humphrey.	D. T. Dickinson.	1	B.	4	4	...	8	600 00	...	40 00	9½	9
Johnson.	L. P. Arnot.	1	W.	1	2	...	2	450 00	...	40 00	9	...
Juniata.	D. M. Ball.	2	1 B., 1 W.	1	3	...	5	750 00	...	46 00	10	2
Kearney.	J. T. Morey.	2	4 B., 5 W.	1	27	1	28	1600 00	80 33	52 19	9	15
Lexington.	J. K. Stableton.	9	1 B., 1 W.	1	8	2	11	1250 00	...	52 08	9	...
Liberty.	J. T. Albin.	1	W.	...	4	...	4	495 00	45 00	35 00	9	5
Lindsay.	— Miller.	1	W.	...	2	...	2	450 00	...	35 00	9	...
Long Pine.	Julius Conklin.	1	B.	1	3	1	9	720 00	...	38 55	9	...
Louisville.	W. P. Killen.	1	W.	...	4	...	4	675 00	40 00	40 00	9	...
Lyons.	D. W. Gilliland.	1	B.	...	4	...	4	900 00	...	40 00	9	...
Madison.	C. A. Bigelow.	1	2 B., 1 W.	1	6	...	9	810 00	50 00	40 00	9	3
McCool Junction.	Geo. Holdeman.	3	W.	...	2	1	3	450 00	...	40 00	9	6
Mead.	O. Dooley.	1	W.	1	3	...	5	585 00	...	40 00	9	4
Millard.	G. M. Mullins.	1	W.	...	3	2	5	900 00	...	40 00	9	...
Milligan.	J. Selment.	1	W.	...	2	...	2	600 00	...	35 00	10	...
Minden.	W. A. Julian.	1	B.	1	7	...	8	1000 00	...	51 00	9	12

Nebraska City.....	W. H. Gardner.....	8	6 B., 2 W.	2	34	1	37	1500 00	69 00	44 00	9	15
Nelson.....	L. W. Fike.....	1	B.	1	6	...	7	900 00	45 00	42 50	9	6
Nemaha City.....	J. H. Veeder.....	1	B.	...	3	...	3	540 00	...	35 00	9	...
Newman Grove.....	W. D. Young.....	1	W.	...	3	...	4	405 00	...	35 00	9	...
Niobrara.....	D. D. Martindale.....	1	B.	1	3	...	4	810 00	...	50 00	9	...
Norfolk.....	J. A. Hornberger.....	5	3 B., 2 W.	4	17	7	28	1200 00	...	50 00	9	11
North Bend.....	J. A. Dowden.....	2	1 B., 1 W.	1	6	2	9	1000 00	40 00	46 00	10	...
North Loup.....	H. C. Laughlin.....	2	W.	...	4	...	4	675 00	...	30 00	9	...
North Platte.....	L. A. Sabin.....	6	1 B., 5 W.	1	15	1	17	1100 00	85 00	58 50	10	...
Oak.....	Geo. G. Hedgcock.....	1	W.	...	2	2	8	360 00	...	30 00	8	...
Oakland.....	D. E. Reese.....	1	B.	1	5	2	8	855 00	40 00	40 00	9	...
Odell.....	V. M. Babbitt.....	1	W.	...	4	...	4	540 00	45 00	42 50	9	...
Ohiowa.....	John C. Clegg.....	1	W.	...	...	...	...	900 00	45 00	43 50	9	...
Ord.....	J. K. Campbell.....	3	1 B., 2 W.	...	8	...	8	900 00	...	43 50	9	...
Orleans.....	G. R. McCrary.....	2	1 B., 1 W.	1	4	5	10	1000 00	...	51 25	9	...
Pawnee City.....	W. J. Wise.....	2	1 B., 1 W.	1	10	1	12	1200 00	...	44 50	9	...
Pierce.....	F. E. Morrow.....	1	B.	...	5	3	9	720 00	...	43 00	9	...
Ponca.....	Bion H. Culver.....	2	W.	1	7	1	9	810 00	...	...	9	...
Randolph.....	L. J. Townsend.....	1	B.	...	4	1	5	675 00	...	47 50	9	...
Ravenna.....	H. E. Funk.....	1	B.	...	4	...	4	900 00	...	46 66	9	...
Raymond.....	J. W. Kerns.....	1	W.	...	2	...	2	495 00	...	40 00	9	...
Red Cloud.....	Geo. M. Caster.....	4	2 B., 2 W.	2	11	1	14	1200 00	...	44 16	9	...
Rising City.....	W. S. McVey.....	1	W.	...	4	...	4	675 00	...	40 00	9	...
Roseland.....	M. M. Patterson.....	1	W.	...	2	...	2	540 00	...	40 00	9	...
Rulo.....	H. S. Pershing.....	1	B.	4	1	2	8	675 00	50 00	35 00	9	...
Salem.....	L. W. Witman.....	1	B.	...	3	...	3	630 00	...	40 00	9	...
Schuyler.....	A. B. Hughes.....	1	W.	2	12	...	14	1200 00	67 50	50 00	9	...
Scribner.....	W. K. Fowler, Jr.....	1	B.	...	4	...	4	900 00	...	45 00	10	...
Seward.....	G. F. Burkett.....	6	1 B., 5 W.	2	11	...	13	1000 00	...	44 00	9	...
Sidney.....	Chas. E. Barber.....	1	S.	1	4	1	6	900 00	...	61 00	9	...
South Omaha.....	A. A. Munroe.....	7	4 B., 3 W.	2	26	7	35	1500 00	100 00	58 06	10	...
Steele City.....	J. R. Alcock.....	1	B.	...	3	2	5	600 00	...	41 25	9	...
Sterling.....	S. P. Arnot.....	1	W.	...	5	1	6	675 00	...	40 00	9	...
Stockville.....	B. G. Moulton.....	2	B.	...	2	1	3	630 00	...	40 00	9	...
Stromsburg.....	G. W. Crozier.....	1	W.	...	6	1	7	900 00	...	...	9	...
Superior.....	Isaac E. Wilson.....	2	B.	2	9	5	16	1200 00	50 00	45 00	9	...

TABLE NO. 32.—Continued.

Graded Schools—Number and Material of Buildings, Number of Rooms, Salaries of Teachers, Length of Term, and Number of Graduates, For the Year Ending July 11, 1892.

*B., W. and S. indicate brick, wood and stone respectively.

CITIES AND VILLAGES.	NAME OF SUPERINTENDENT (OR PRINCIPAL).	No. of School Buildings.	Material of Buildings.*	No. of Recitation Rooms.	No. of Rooms Used for Study.	No. of Rooms Used for Other School Purp's.	Total No. of Rooms.	Salary of Superintendent (or Principal).	Average Salary of Other Male Teachers per Month.	Average Salary of Other Female Teachers per Month.	No. of Months' School in Year.	No. of Graduates This Year.
Sutton.....	Alex. Stephens.....	2	1 B., 1 W.	1	10	1	11	\$1300 00	343 00	43 66	9	4
Syracuse.....	A. L. Caviness.....	1	B.	1	6	1	8	1000 00	49 16	35 00	9	4
St. Paul.....	B. D. Hayward.....	1	W.	1	9	1	10	900 00	45 00	40 00	9	7
Tamora.....	J. E. Shutt.....	1	W	1	2	1	2	320 00	30 00	50 00	8	6
Tecumseh.....	M. B. C. True.....	4	1 B., 3 W.	1	10	1	12	1000 00	50 00	43 66	9	5
Tekamah.....	A. V. Sunderlin.....	2	1 B., 1 W.	1	7	1	8	1000 00	50 00	35 00	9	5
Ulysses.....	E. D. Stewart.....	1	B.	1	5	1	6	675 00	48 75	40 00	9	8
Verdon.....	J. A. Kuhlman.....	1	W.	3	3	2	18	540 00	40 00	40 00	9	18
Wahoo.....	T. H. Bradbury.....	4	2 B., 2 W.	3	13	1	4	1200 00	40 00	40 00	9	4
Wakefield.....	C. F. Secord.....	1	B.	1	3	1	4	720 00	40 00	40 00	9	4
Waterloo.....	C. H. Lamar.....	1	W.	1	2	1	4	585 00	40 00	40 00	9	5
Wayne.....	B. W. Ashley.....	2	W	1	9	1	10	1000 00	47 15	46 66	9	11
Weeping Water.....	A. H. Waterhouse.....	2	1 B., 1 W.	1	9	1	10	1200 00	50 00	50 00	9	11
West Lincoln.....	Laura A. England.....	1	B.	1	2	3	2	495 00	60 00	50 00	9	3
West Point.....	Dayton Ward.....	1	W.	1	8	1	11	900 00	60 00	50 00	9	3
Wilber.....	W. W. Boner.....	2	1 B., 1 W.	1	9	1	10	1000 00	65 00	50 71	9½	3

Wilcox.....	A. W. McCulloch.....	1	W.	.....	3	1	4	540 00	.....	42 50	9	.....	3
Wood River.....	W. F. Sprague.....	1	W.	.....	6	2	9	675 00	.....	40 00	9	.....	7
Wymore.....	Geo. R. Chatburn.....	3	B.	.....	11	1	13	1200 00	.....	51 37	9	.....	10
York.....	H. R. Corbett.....	3	B.	.....	14	4	21	1300 00	.....	60 00	9	.....	

TABLE NO. 32.—Continued.

Graded Schools—Number and Material of Buildings, Number of Rooms, Salaries of Teachers, Length of Term, and Number of Graduates, For the Year Ending July 11, 1892.

*B., W. and S. indicate brick, wood and stone respectively.

CITIES AND VILLAGES.	NAME OF SUPERINTENDENT (OR PRINCIPAL).	No. of School Buildings.	Material of Buildings.*	No. of Recitation Rooms.	No. of Rooms Used for Study.	No. of Rooms Used for Other School Purps.	Total No. of Rooms.	Salary of Superintendent (or Principal).	Average Salary of Other Male Teachers per Month.	Average Salary of Other Female Teachers per Month.	No. of Months' School in Year.	No. of Graduates This Year.
Sutton.....	Alex. Stephens.....	2	1 B., 1 W.	1	10	1	11	\$1300 00	843 00	49 16	9	4
Syracuse.....	A. L. Caviness.....	1	B.	1	6	1	8	1000 00	49 16	45 00	9	4
St. Paul.....	B. D. Hayward.....	1	W.	1	9	1	10	900 00	45 00	30 00	9	7
Tamora.....	J. E. Shutt.....	1	W.	1	2	1	2	320 00	30 00	...	8	...
Tecumseh.....	M. B. C. True.....	4	1 B., 3 W.	1	10	1	12	1000 00	50 00	43 66	9	6
Tekamah.....	A. V. Sunderlin.....	2	1 B., 1 W.	1	7	1	8	1000 00	43 66	35 00	9	5
Ulysses.....	E. D. Stewart.....	1	B.	1	5	1	6	675 00	35 00	40 00	9	5
Verdon.....	J. A. Kuhlman.....	1	W.	3	3	2	3	540 00	48 75	40 00	9	8
Wahoo.....	T. H. Bradbury.....	4	2 B., 2 W.	3	13	2	18	1200 00	48 75	40 00	10	18
Wakefield.....	C. F. Secord.....	1	B.	1	3	1	4	720 00	40 00	40 00	9	4
Waterloo.....	C. H. Lamar.....	1	W.	1	2	1	4	585 00	40 00	40 00	9	4
Wayne.....	B. W. Ashley.....	2	W.	1	7	1	9	1000 00	47 15	46 66	9	5
Weeping Water.....	A. H. Waterhouse.....	2	1 B., 1 W.	1	9	1	10	1200 00	46 66	50 00	9	11
West Lincoln.....	Laura A. England.....	1	W.	...	2	...	2	495 00	50 00	50 00	9	...
West Point.....	Dayton Ward.....	1	B.	...	8	3	11	900 00	60 00	50 00	9	...
Wilber.....	W. W. Boner.....	2	1 B., 1 W.	...	9	1	10	1000 00	65 00	50 71	9½	3

Wilcox.....	A. W. McCulloch.....	1	W.	.....	3	1	4	540 00	.....	42 50 9	.....	3
Wood River.....	W. F. Sprague.....	1	W.	.....	6	2	9	675 00	.....	40 00 9	.....	3
Wymore.....	Geo. R. Chatburn.....	3	B.	1	11	1	13	1200 00	.....	51 37 9	.....	7
York.....	H. R. Corbett.....	3	B.	3	14	4	21	1300 00	.....	60 00 9	.....	10

TABLE NO. 33.

Partially Graded Schools—Teachers, Children in District and Enrollment for the Year Ending July 13, 1891.

NOTE—For corresponding statistics for year ending July 11, 1892, see Tables 26, 28, and 30 of this report.

CITIES AND VILLAGES.	NAME OF PRINCIPAL.	Number of Teachers.	Enrollment.	Children in Districts.
Alda.....				
Alexandria.....	H. W. Kenyon.....	3	182	179
Alliance.....	C. C. Williamson.....	4	219	219
Ansley.....	C. T. Randall.....	3	90	139
Arcadia.....	J. J. Pennepacker.....	3	125	136
Arlington.....	D. C. O'Conner.....	4	164	225
Arnold.....	W. H. Thompson.....	2	69	69
Atkinson.....	Ira Lamb.....	5	295	304
Avoca.....	Ross H. House.....	2	96	109
Axtell.....	J. H. Robb.....	2	100	115
Ayr.....	C. F. Hess.....	2	95	103
Bancroft.....	D. W. Gilliland.....	3	165	190
Bartley.....	William Smith.....	2	75	100
Bassett.....	George M. Hopkins.....	2	98	86
Battle Creek.....				
Beaver Crossing.....	Ella Carrigan.....	3	115	139
Beemer.....	J. R. Alcock.....	2	74	159
Bellevue.....	D. M. Lighter.....	2	104	177
Bellwood.....	Edith Davis.....	3	164	185
Benedict.....	M. Fairman.....	2	78	75
Belvidere.....	L. W. Sabin.....	3	132	141
Benkelman.....	Mariha Cain.....	3	97	110
Bennett.....	T. A. Davidson.....	4	181	219
Berlin.....	E. D. Campbell.....	2	53	79
Bertrand.....	L. H. Thornburg.....	3	115	118
Bladen.....	H. C. Probasco.....	2	76	102
Boelus.....	A. L. Barneby.....	2	103	119
Brainard.....	J. E. Hicks.....	2	90	103
Brock.....	M. H. Carman.....	2	161	122
Broken Bow.....				
Bromfield.....	A. K. Wilson.....	3	87	87
Burchard.....	V. M. Babbitt.....	3	138	125
Burwell.....	Mrs. Boyd.....	4	90	118
Callaway.....	J. B. Kenagy.....	2	115	102
Calhoun.....	J. M. Keating.....	3	147	178
Cedar Rapids.....				
Chapman.....	M. S. Blodgett.....	2	101	115
Cheney.....	Alice Lahey.....	2	83	83
Clearwater.....	P. G. Miller.....	2	65	79
Clay Center.....	A. V. Storm.....	4	169	170
Coleridge.....	A. E. Wood.....	3	82	94
College View.....	G. W. Barge.....	2	86	145

TABLE NO. 33.—*Continued.*

Partially Graded Schools—Teachers, Children in District and Enrollment for the Year Ending July 13, 1891.

NOTE—For corresponding statistics for year ending July 11, 1892, see Tables 26, 28, and 30 of this report.

CITIES AND VILLAGES.	NAME OF PRINCIPAL.	Number of Teachers.	Enrollment.	Children in Districts.
Cook	S. P. Arnott	2	42	69
Covington	Ella McHenry	2	102	122
Cowles	S. W. Miller	2	75	86
Craig	George A. Greswold	3	152	168
Crab Orchard	H. E. Myers	2	65	94
Crawford	Charles E. Barber	3	136	162
Creston	Cassie Cain	2	95	113
Curtis	J. H. Nickerson	3	103	125
Dakota City	Mollie Baker	3	137	179
Dannebrog	S. D. Smith	2	107	138
Dawson	R. L. Hoff	3	105	127
Diller	U. G. Mason	3	155	171
Dodge	Frank Fox	3	143	190
Doniphan				
Douglas	P. C. Jessen	2	79	90
Du Bois	A. J. Weaver	2	115	141
Dunbar	Neil Sinclair	2	99	92
Elba	R. H. Bates	2	109	158
Elk Creek	Charles Arnott	2	90	135
Elkhorn	W. I. Allen	3	165	165
Elmwood	Ellis Good	2	98	112
Elwood	Thomas Scott	3	159	135
Emerson	John F. Fisher	2	53	51
Endicott	J. T. Albin	2	125	128
Eustis	N. H. Jones	2	98	80
Firth	George Zahn	2	114	118
Florence	E. J. Collins	4	232	306
Garrison	T. W. Howser	2	102	104
Gering	E. P. Cromer	2	32	40
Germantown	R. R. Weiss	2	48	72
Gordon	Mrs. I. McSparran	3	84	84
Gothenburg	F. G. Bryner	3	117	139
Grant	W. R. Young	3	114	111
Grafton	W. H. Bartz	4	216	247
Greeley	F. W. Russell	4	157	212
Gresham	A. T. Waltz	3	90	99
Gretna	J. J. Burwell	2	122	133
Guide Rock	E. H. Culver	3	122	138
Haigler	A. E. McGlashon	2	52	75
Hampton	George M. Catter	3	152	152
Hardy	A. J. Martin	3	121	151
Harrison	Eva C. Conner	2	46	55

TABLE NO. 33.—*Continued.*

Partially Graded Schools—Teachers, Children in District and Enrollment for the Year Ending July 13, 1891.

NOTE—For corresponding statistics for year ending July 11, 1892, see Tables 26, 28, and 30 of this report.

CITIES AND VILLAGES.	NAME OF PRINCIPAL.	Number of Teachers.	Enrollment.	Children in Districts.
Hartington	C. E. Smith	2	63	65
Hayes Center	J. S. Magee	4	200	175
Hay Springs	M. J. Garrett	3	146	190
Herman	John J. Anderson	3	150	174
Hickman	E. H. Sapp	2	122	163
Holland	F. D. Fales	2	104	109
Homer	H. C. Pershing	4	205	222
Hubbell	G. A. Carroll	2	78	291
Humphrey	Jos. Hall	2	99	115
Jackson	L. B. Arnott	2	104	130
Johnson	Cloud Rutter	3	98	98
Johnstown	S. A. Darland	3	157	178
Kenesaw	Maude Kline	2	85	124
Kennard	E. J. Burkett	3	151	153
Leigh	H. M. Smith	3	98	168
Linwood	Mattie Roberts	2	65	82
Litchfield	J. A. Bellows	2	97	94
McCool	W. T. Oates	2	102	102
Marquette	S. F. Sallee	2	93	98
Mason City				
Meadow Grove	Isaac Bartlett	2	75	115
Merna	G. M. Mullins	2	124	147
Millard	P. A. Ryan	2	113	113
Milligan	T. J. Williamson	3	166	183
Nemaha City				
Newman Grove	J. A. Nugent	2	76	84
Newport	T. J. Hunt	3	192	261
Niobrara	Minnie Chambers	2	75	107
Nysted	Ed. M. Hussong	2	57	78
Oak	J. M. Zentz	2	65	117
Octavia	A. A. Reed	4	164	165
Odell	M. E. Brown	3	139	133
Odell	T. G. Cam	2	57	81
Ogalalla	W. M. Griffith	3	131	151
Overton	Anna Jewell	2	61	61
Palmyra	J. S. Spear	3	190	205
Palmer	Fred. C. Morrow	4	221	235
Petersburg				
Pierce	P. W. Hess	2	56	141
Pilger	L. J. Townsend	3	144	153
Platte Center	J. W. Kerns	2	105	120
Randolph				
Raymond				

TABLE NO. 33.—*Continued.*

Partially Graded Schools—Teachers, Children in District and Enrollment
for the Year Ending July 13, 1891.

NOTE—For corresponding statistics for year ending July 11, 1892, see
Tables 26, 28, and 30 of this report.

CITIES AND VILLAGES.	NAME OF PRINCIPAL.	Number of Teachers.	Enrollment.	Children in Districts.
Republican City.....	Mrs. S. Butler.....	3	168	181
Reynolds.....	Jos. E. Bowers.....	2	128	121
Rising City.....	W. S. McVey.....	4	213	218
Roca.....	Anna M. Ord.....	2	105	111
Roseland.....	D. M. Ball.....	2	68	117
Rushville.....	W. I. Austin.....	3	167	137
St. Edward.....	W. Hartford.....	3	104	124
Salem.....	J. G. Mote.....	3	179	241
Scotia.....	T. J. Stoetzel.....	3	105	120
Shickley.....	F. Skipton.....	3	151	150
Silver Creek.....	J. F. Conner.....	3	150	161
Snyder.....	Mr. Boos.....	2	95	110
South Sioux City.....	I. A. Sabin.....	3	192	195
Springfield.....	H. J. Grove.....	3	184	179
Staplehurst.....	A. H. Seymour.....	3	138	150
Steele City.....	E. Cressman.....	3	171	175
Stella.....	E. W. Lawson.....	4	210	199
Stockville.....	B. G. Moulton.....	2	113	90
Strang.....	H. P. Wilson.....	3	135	171
Stratton.....	W. W. Elledge.....	2	99	99
Stockham.....	E. C. Grubb.....	2	120	122
Stuart.....	S. L. Anderson.....	3	121	147
Surprise.....	Fred R. Green.....	2	89	106
Table Rock.....				
Talmage.....	J. W. Jones.....	3	140	156
Tamora.....	J. E. Shutt.....	2	63	89
Tilden.....				
Trenton.....	J. B. Morgan.....	3	122	122
Ulysses.....	C. H. Aldrich.....	6	269	278
Unadilla.....	W. N. Ramey.....	2	89	122
Union.....	W. C. Frampton.....	2	71	101
University Place.....	Mrs. N. A. Wharton.....	6	246	437
Valentine.....	J. B. O'Sullivan.....	4	117	158
Valley.....	J. A. Sullivan.....	3	141	157
Verdon.....	Mrs. Kate McCreary.....	3	139	119
Vesta.....	E. E. Young.....	2	60	80
Waco.....	H. B. McDermid.....	3	145	163
Waterloo.....	J. A. Cummings.....	2	133	173
Waverly.....	J. S. Baer.....	3	159	159
Western.....	S. L. Caldwell.....	3	165	168
West Lincoln.....	J. N. Clark.....	2	122	141
Wilcox.....	E. A. Nichol.....	3	109	109
Wilsonville.....	J. T. Morris.....	3	88	88
Wood River.....				

TABLE NO. 34.
Colleges, Academies, Normal and Other Schools Not Public, Statistics of for the Academic
Year Ending June, 1891.

NAME OF INSTITUTION.	Number of Teachers.	Number of Students.	Amount of Endowmt.	Value of Buildings & Grounds.	Value of Scientific Apparatus.
Totals for state.....	187	4174	\$568,363 00	\$2,073,330 00	\$164,457 00
Beatrice Business College.....	.....	.....	.....	.....	.....
Bennett Academy.....	3	45	.....	2000 00	.....
Blake School.....	3	.....	98 00	5000 00	.....
Brownell Hall.....	15	.....	.....	150,000 00	1000 00
Cotner University.....	12	212	25,000 00	200,000 00	.....
Creighton College.....	14	210	147,500 00	250,000 00	15,000 00
Doane College.....	8	151	47,665 00	78,930 00	4632 00
Franklin Academy.....	7	122	2500 00	15,000 00	300 00
Fremont Business College.....	6	83	.....	1500 00	100 00
Fremont Normal School.....	13	1200	.....	60,000 00	800 00
Gates College.....	9	164	40,000 00	2000 00	.....
Gibbon Independent Normal School.....	.....	.....	.....	.....	.....
Hastings College.....	8	190	15,000 00	75,000 00	1000 00
Nebraska Normal College.....	.....	.....	.....	.....	.....
Nebraska State Normal School.....	13	456	.....	125,000 00	2000 00
Nebraska Wesleyan University.....	12	173	200,000 00	173,000 00	4000 00
North Nebraska Normal College.....	5	110	.....	10,000 00	125 00
Pawnee City Academy.....	3	104	.....	3000 00	.....
Scotia Normal and Business University.....	.....	.....	.....	.....	.....
University of Nebraska.....	32	594	.....	850,000 00	135,000 00
University of Omaha.....	11	81	57,600 00	60,900 00	300 00
Weeping Water Academy.....	7	99	3000 00	4000 00	100 00
York College.....	6	153	30,000 00	8000 00	100 00

TABLE NO. 34.—Continued.
Colleges, Academies, Normal and Other Schools Not Public, Statistics of for the Academic
Year Ending June, 1891.

NAME OF INSTITUTION.	Value of Other Property.	Number Vol- umes in Library.	Annual Rate of Tuition.	Total Re- ceipts.	Total Ex- penditures
Totals for state.....	\$129,058 00	49,329		\$110,746 00	\$97,614 00
Beatrice Business College.....	.....	.....	.....	.....	.....
Bennett Academy.....	.....	100	\$20 00	2400 00	.....
Blake School.....	.....	400	30 00	.....	.....
Brownell Hall.....	22,000 00	3000	70 00	.....	.....
Cotner University.....	.....	1000	30 00	8500 00	7750 00
Creighton College.....	80,000 00	6000	Free.	8000 00	.....
Doane College.....	11,058 00	5272	20 00	8325 00	18,160 00
Franklin Academy.....	3500 00	.....	.....	5500 00	5750 00
Fremont Business College.....	1000 00	100	50 00	3640 00	.....
Fremont Normal School.....	.....	1500	50 00	.....	19,150 00
Gates College.....	5000 00	4500	20 00	11,906 00	10,395 00
Gibbon Independent Normal School.....	.....	.....	.....	.....	.....
Hastings College.....	.....	2000	20 00	8000 00	.....
Nebraska Normal College.....	.....	.....	.....	.....	.....
Nebraska State Normal School.....	3000 00	5300	Free.	21,250 00	21,250 00
Nebraska Wesleyan University.....	.....	2000	30 00	11,000 00	.....
North Nebraska Normal College.....	2500 00	600	46 00	.....	.....
Pawnee City Academy.....	.....	107	27 00	.....	750 00
Scotia Normal and Business University.....	.....	.....	.....	.....	.....
University of Nebraska.....	.....	15,000	Free.	.....	.....
University of Omaha.....	.....	2000	36 00	5225 00	5225 00
Weeping Water Academy.....	.....	300	24 00	2500 00	2824 00
York College.....	1000 00	150	27 50	14,500 00	6360 00

TABLE NO. 34.

Colleges, Academies, Normal and Other Schools Not Public, Statistics of for the Academic Year Ending June, 1891.

NAME OF INSTITUTION.	Number of Teachers.	Number of Students.	Amount of Endowmt.	Value of Buildings & Grounds.	Value of Scientific Apparatus.
Totals for state.....	187	4174	\$568,363 00	\$2,073,330 00	\$164,457 00
Beatrice Business College.....	3	45	.....	2000 00	.....
Bennett Academy.....	3	.....	.....	5000 00	.....
Blake School.....	15	.....	98 00	150,000 00	1000 00
Brownell Hall.....	12	212	25,000 00	200,000 00	.....
Cotner University.....	14	210	147,500 00	250,000 00	15,000 00
Creighton College.....	8	151	47,665 00	78,930 00	4632 00
Doane College.....	7	122	2500 00	15,000 00	300 00
Franklin Academy.....	6	83	.....	1500 00	100 00
Fremont Business College.....	13	1200	.....	60,000 00	800 00
Fremont Normal School.....	9	164	40,000 00	2000 00	.....
Gates College.....	8	190	15,000 00	75,000 00	1000 00
Gibbon Independent Normal School.....	.....	.....	.....	.....	.....
Hastings College.....	13	456	.....	125,000 00	2000 00
Nebraska Normal College.....	12	173	200,000 00	173,000 00	4000 00
Nebraska State Normal School.....	5	110	.....	10,000 00	125 00
Nebraska Wesleyan University.....	3	104	.....	3000 00	.....
North Nebraska Normal College.....	.....	.....	.....	.....	.....
Pawnee City Academy.....	32	594	.....	850,000 00	135,000 00
Scotia Normal and Business University.....	11	81	57,600 00	60,900 00	300 00
University of Nebraska.....	7	99	3000 00	4000 00	100 00
University of Omaha.....	6	153	30,000 00	8000 00	100 00
Weeping Water Academy.....	.....	.....	.....	.....	.....
York College.....	.....	.....	.....	.....	.....

TABLE NO. 34.—*Continued.*
Colleges, Academies, Normal and Other Schools Not Public, Statistics of for the Academic
Year Ending June, 1891.

NAME OF INSTITUTION.	Value of Other Property.	Number Vol- umes in Library.	Annual Rate of Tuition.	Total Re- ceipts.	Total Ex- penditures
Totals for state.....	\$129,058 00	49,329		\$110,746 00	\$97,614 00
Beatrice Business College.....	.....	.....	.....	.....	.....
Bennett Academy.....	.....	100	\$20 00	2400 00	.....
Blake School.....	.....	400	30 00	.....	.....
Brownell Hall.....	22,000 00	3000	70 00	.....	.....
Cotner University.....	.....	1000	30 00	8500 00	7750 00
Creighton College.....	.....	6000	Free.	8000 00	.....
Doane College.....	80,000 00	5272	20 00	8325 00	18,160 00
Franklin Academy.....	11,058 00	.....	.....	5500 00	5750 00
Fremont Business College.....	3500 00	.....	.....	3640 00	.....
Fremont Normal School.....	1000 00	100	50 00	.....	19,150 00
Gates College.....	5000 00	1500	50 00	11,906 00	10,395 00
Gibbon Independent Normal School.....	.....	4500	20 00	.....	.....
Hastings College.....	.....	2000	20 00	8000 00	.....
Nebraska Normal College.....	.....	.....	.....	.....	.....
Nebraska State Normal School.....	3000 00	5300	Free.	21,250 00	21,250 00
Nebraska Wesleyan University.....	.....	2000	30 00	11,000 00	.....
North Nebraska Normal College.....	2500 00	600	46 00	.....	.....
Pawnee City Academy.....	.....	107	27 00	.....	750 00
Scotia Normal and Business University.....	.....	.....	.....	.....	.....
University of Nebraska.....	.....	15,000	Free.	.....	.....
University of Omaha.....	.....	2000	36 00	5225 00	5225 00
Weeping Water Academy.....	.....	300	24 00	2500 00	2824 00
York College.....	1000 00	150	27 50	14,500 00	6360 00

TABLE NO. 35.

Colleges, Academies, Normal and Other Schools Not Public, Statistics of for the Academic
Year Ending June, 1891.

NAME OF INSTITUTION.	Value of				Value of			
	Number of Teachers.	Number of Students.	Amount of Endowmt.	Buildings & Grounds.	Scientific Apparatus.	Number of Teachers.	Number of Students.	Amount of Endowmt.
Totals for state.....	224	4392	\$573,525 00	\$2,215,938 00	\$166,179 00			
Beatrice Business College.....	7	240	.....	.....	.....			
Bennett Academy.....	3	58	.....	2000 00	.....			
Blake School.....	3	97	.....	5000 00	.....			
Brownell Hall.....	15	.....	.....	165,000 00	1000 00			
Cotner University.....	11	283	25,000 00	200,000 00	.....			
Creighton College.....	12	172	147,500 00	250,000 00	15,000 00			
Doane College.....	11	153	52,925 00	82,538 00	5154 00			
Franklin Academy.....	7	142	2500 00	16,500 00	300 00			
Fremont Business College.....	7	101	.....	1500 00	100 00			
Fremont Normal School.....	.....	.....	.....	.....	.....			
Gates College.....	9	204	40,000 00	20,000 00	.....			
Gibbon Independent Normal School.....	7	125	.....	25,000 00	1000 00			
Hastings College.....	8	210	15,000 00	75,000 00	1000 00			
Nebraska Normal College.....	12	432	.....	50,000 00	450 00			
Nebraska State Normal School.....	13	446	.....	125,000 00	2300 00			
Nebraska Wesleyan University.....	15	190	200,000 00	233,000 00	4000 00			
North Nebraska Normal College.....	9	131	.....	10,500 00	175 00			
Pawnee City Academy.....	3	137	.....	3000 00	.....			
Scotia Normal and Business University.....	6	75	.....	6000 00	.....			
University of Nebraska.....	37	812	.....	850,000 00	135,000 00			
University of Omaha.....	14	80	57,600 00	60,900 00	300 00			
Weeping Water Academy.....	6	99	3000 00	4000 00	100 00			
York College.....	9	205	30,000 00	31,000 00	300 00			

TABLE NO. 35.—Continued.
Colleges, Academies, Normal and Other Schools Not Public, Statistics of for the Academic
Year Ending June, 1891.

NAME OF INSTITUTION.	Value of Other Property.	Number Vol- umes in Library.	Annual Rate of Tuition.	Total Re- ceipts.	Total Ex- penditures
Totals for state.....	\$204,792 00	53,652		\$72,492 00	\$89,644 00
Beatrice Business College.....	.....	.....	.....	.....	.....
Bennett Academy.....	.....	100	\$20 00	1200 00	1050 00
Blake School.....	.....	400	30 00	.....	.....
Brownell Hall.....	22,000 00	3000	70 00	.....	.....
Cotner University.....	.....	1000	30 00	8500 00	7750 00
Creighton College.....	80,000 00	6000	Free.	.....	.....
Doane College.....	72,492 00	5702	20 00	9727 00	20,862 00
Franklin Academy.....	3500 00	.....	.....	3050 00	6000 00
Fremont Business College.....	1000 00	125	50 00	4270 00	.....
Fremont Normal School.....	.....	.....	.....	.....	.....
Gates College.....	5000 00	4500	20 00	10,871 00	10,066 00
Gibbon Independent Normal School.....	2500 00	1000	40 00	5500 00	4900 00
Hastings College.....	.....	2000	20 00	6500 00	.....
Nebraska Normal College.....	3000 00	650	50 00	.....	.....
Nebraska State Normal School.....	3200 00	5700	Free.	.....	.....
Nebraska Wesleyan University.....	.....	2000	30 00	11,000 00	.....
North Nebraska Normal College.....	2500 00	650	46 00	.....	.....
Pawnee City Academy.....	.....	125	27 00	.....	.....
Scotia Normal and Business University.....	8000 00	.....	46 00	.....	.....
University of Nebraska.....	.....	18,000	Free.	.....	.....
University of Omaha.....	.....	2000	36 00	5425 00	5425 00
Weeping Water Academy.....	.....	300	24 00	2824 00	2824 00
York College.....	1600 00	400	27 50	3625 00	30767 00

TABLE NO. 35.

Colleges, Academies, Normal and Other Schools Not Public, Statistics of for the Academic
Year Ending June, 1891.

NAME OF INSTITUTION.	REPORT OF THE				
	Number of Teachers.	Number of Students.	Amount of Endowmt.	Value of Buildings & Grounds.	Value of Scientific Apparatus.
Totals for state.....	224	4392	\$573,525 00	\$2,215,938 00	\$166,179 00
Beatrice Business College.....	7	240	.....	.....	.....
Bennett Academy.....	3	58	.....	2000 00	.....
Blake School.....	3	97	.....	5000 00	.....
Brownell Hall.....	15	.....	.....	165,000 00	1000 00
Cotner University.....	11	283	25,000 00	200,000 00	.....
Creighton College.....	12	172	147,500 00	250,000 00	15,000 00
Doane College.....	11	153	52,925 00	82,538 00	5154 00
Franklin Academy.....	7	142	2500 00	16,500 00	300 00
Fremont Business College.....	7	101	.....	1500 00	100 00
Fremont Normal School.....	.....	.....	.....	.....	.....
Gates College.....	9	204	40,000 00	20,000 00	.....
Gibbion Independent Normal School.....	7	125	.....	25,000 00	1000 00
Hastings College.....	8	210	15,000 00	75,000 00	1000 00
Nebraska Normal College.....	12	432	.....	50,000 00	450 00
Nebraska State Normal School.....	13	446	.....	125,000 00	2300 00
Nebraska Wesleyan University.....	15	190	200,000 00	233,000 00	4000 00
North Nebraska Normal College.....	9	131	.....	10,500 00	175 00
Pawnee City Academy.....	3	137	.....	3000 00	.....
Scotia Normal and Business University.....	6	75	.....	6000 00	.....
University of Nebraska.....	37	812	.....	850,000 00	135,000 00
University of Omaha.....	14	80	57,600 00	60,900 00	300 00
Weeping Water Academy.....	6	99	3000 00	4000 00	100 00
York College.....	9	205	30,000 00	31,000 00	300 00

TABLE NO. 35.—*Continued.*
Colleges, Academies, Normal and Other Schools Not Public, Statistics of for the Academic
Year Ending June, 1891.

NAME OF INSTITUTION.	Value of Other Property.	Number Vol- umes in Library.	Annual Rate of Tuition.	Total Re- ceipts.	Total Ex- penditures.
Totals for state.....	\$204,792 00	53,652		\$72,492 00	\$89,644 00
Beatrice Business College.....	.....	.....	.....	.....	.....
Bennett Academy.....	.....	100	\$20 00	1200 00	1050 00
Blake School.....	.....	400	30 00	.....	.....
Brownell Hall.....	.....	3000	70 00	.....	.....
Cotner University.....	22,000 00	1000	30 00	8500 00	7750 00
Creighton College.....	80,000 00	6000	Free.	.....	.....
Doane College.....	72,492 00	5702	20 00	9727 00	20,862 00
Franklin Academy.....	3500 00	.....	.....	3050 00	6000 00
Fremont Business College.....	1000 00	125	50 00	4270 00	.....
Fremont Normal School.....	.....	.....	.....	.....	.....
Gates College.....	5000 00	4500	20 00	10,871 00	10,066 00
Gibbon Independent Normal School.....	2500 00	1000	40 00	5500 00	4900 00
Haslings College.....	.....	2000	20 00	6500 00	.....
Nebraska Normal College.....	3000 00	650	50 00	.....	.....
Nebraska State Normal School.....	3200 00	5700	Free.	.....	.....
Nebraska Wesleyan University.....	.....	2000	30 00	11,000 00	.....
North Nebraska Normal College.....	2500 00	650	46 00	.....	.....
Pawnee City Academy.....	.....	125	27 00	.....	.....
Scotia Normal and Business University.....	8000 00	.....	46 00	.....	.....
University of Nebraska.....	.....	18,000	Free.	.....	.....
University of Omaha.....	.....	2000	36 00	5425 00	5425 00
Weeping Water Academy.....	.....	300	24 00	2824 00	2824 00
York College.....	1600 00	400	27 50	3625 00	30767 00

TABLE NO. 36.

Colleges, Academies, Normal and Other Schools Not Public.—Name, Location, Title of Head of School,
How School is Supported, Admission as to Sex, Denominational Control, Degrees Conferred,
When Established, Length of Annual Term, Number of Departments, and
Number of Graduates to and Including June, 1892.

NAME OF SCHOOL.	Location.	Name and Title of Head of School.	How Supported.
Beatrice Business College.....	Beatrice	M. H. Barringer, Pres..	Tuitions
Bennett Academy.....	Bennett.	Geo. E. Jones, Prin..	Tuitions
Blake School.....	Beatrice	Henry N. Blake, Prin..	Tuitions
Brownell Hall.....	Omaha.	Robt. Doherty, Rector..	Tuitions
Cotner University.....	Bethany	D. R. Dungan, Pres..	Endowments
Creighton College.....	Omaha.	J. F. Hoeffer, Pres..	Endowment, tuition, & donations.
Doane College.....	Crete	D. B. Perry, Pres..	Tuitions and donations.
Franklin Academy.....	Franklin.	A. C. Hart, Prin..	Tuitions
Fremont Business College.....	Fremont.	T. R. Hamlin, Pres..	Tuitions
Fremont Normal School.....	Fremont.	W. H. Clemmons, Pres..	Tuitions
Gates College.....	Neligh.	H. K. Warren, Pres..	Tuitions and donations.
Gibbon Independent Normal School	Gibbon	U. S. Conn, Pres..	Tuitions
Hastings College.....	Hastings.	W. F. Ringland, Pres..	Tuitions and donations.
Nebraska Normal College.....	Wayne.	J. M. Pile, Pres..	Tuitions
Nebraska State Normal School.....	Peru.	Geo. S. Farham, Prin..	By the state.
North Nebraska Normal College.....	Madison	E. O. Whitwam, Pres..	Tuitions
Nebraska Wesleyan University.....	University Pl.	C. F. Creighton, Chan..	Endowment, tuition, & donations.
Omaha Commercial College.....	Omaha.	M. G. Rohrbough, Prin..	Tuitions
Pawnee City Academy.....	Pawnee City.	H. W. Spear, Prin..	Tuitions and donations.
Platte Institute.....	Kearney	C. A. Murch, Supt..	Tuitions and donations.
Queen City Business College.....	Hastings.	O. P. Wilson, Prin..	Tuitions and donations.

Rathbun Business College	Omaha	G. P. Rathbun	Tuitions and donations
Scotia Normal and Business University	Scotia	Geo. A. Ray	Tuitions and donations
University of Nebraska	Lincoln	Jas. H. Canfield, Chan.	By the state
University of Omaha	Omaha	D. R. Kerr, Pres.	Endowment, tuition, & donations ..
Weeping Water Academy	Weeping Water	Geo. R. Hindly, Prin.	Tuitions and donations
York College	York	J. George, Pres.	Endowment, tuition, & donations ..

TABLE NO. 36.

Colleges, Academies, Normal and Other Schools Not Public.—Name, Location, Title of Head of School, How School is Supported, Admission as to Sex, Denominational Control, Degrees Conferred, When Established, Length of Annual Term, Number of Departments, and Number of Graduates to and Including June, 1892.

NAME OF SCHOOL.	Location.	Name and Title of Head of School.	How Supported.
Beatrice Business College.....	Beatrice	M. H. Barringer, Pres.	Tuitions
Bennett Academy.....	Bennett	Geo. E. Jones, Prin.	Tuitions
Blake School.....	Beatrice	Henry N. Blake, Prin.	Tuitions
Brownell Hall.....	Omaha	Robt. Doherty, Rector.	Tuitions
Cotner University.....	Bethany	D. R. Dungan, Pres.	Endowments
Creighton College.....	Omaha	J. F. Hoefter, Pres.	Endowment, tuition, & donations.
Doane College.....	Crete	D. B. Perry, Pres.	Tuitions and donations.
Franklin Academy.....	Franklin	A. C. Hart, Prin.	Tuitions
Fremont Business College.....	Fremont	T. R. Hamlin, Pres.	Tuitions
Fremont Normal School.....	Fremont	W. H. Clemmons, Pres.	Tuitions
Gates College.....	Neligh	H. K. Warren, Pres.	Tuitions and donations.
Gibbon Independent Normal School.....	Gibbon	U. S. Conn, Pres.	Tuitions
Hastings College.....	Hastings	W. F. Ringland, Pres.	Tuitions and donations.
Nebraska Normal College.....	Wayne	J. M. Pile, Pres.	Tuitions
Nebraska State Normal School.....	Peru	Geo. S. Farnham, Prin.	By the state.
North Nebraska Normal College.....	Madison	E. O. Whitwam, Pres.	Tuitions
Nebraska Wesleyan University.....	University Pl.	C. F. Creighton, Chan.	Endowment, tuition, & donations.
Omaha Commercial College.....	Omaha	M. G. Rohrbough, Prin.	Tuitions
Pawnee City Academy.....	Pawnee City	H. W. Spear, Prin.	Tuitions and donations.
Platte Institute.....	Kearney	C. A. Murch, Supt.	Tuitions and donations.
Queen City Business College.....	Hastings	O. P. Wilson, Prin.	Tuitions and donations.

Rathbun Business College	Omaha	G. P. Rathbun	Tuitions and donations
Scotia Normal and Business University	Scotia	Geo. A. Ray	Tuitions and donations
University of Nebraska	Lincoln	Jas. H. Canfield, Chan.	By the state
University of Omaha	Omaha	D. R. Kerr, Pres.	Endowment, tuition, & donations ..
Weeping Water Academy	Weeping Water	Geo. R. Hindly, Prin.	Tuitions and donations
York College	York	J. George, Pres.	Endowment, tuition, & donations ..

TABLE NO. 36.—*Continued.*

Colleges, Academies, Normal and Other Schools Not Public.—Name, Location, Title of Head of School, How School is Supported, Admission as to Sex, Denominational Control, Degrees Conferred, When Established, Length of Annual Term, Number of Departments, and Number of Graduates to and Including June, 1892.

NAME OF SCHOOL.	Which Sex Admitted.	If Under Denominational Control What Church.	Degrees Conferred.	When Established.	No. Months open p'yr.	No. Departments.	No. Graduates Includ'g '92.
Beatrice Business College.....	Both.....	Secular.....	None.....	1888.....	12.....	7.....	14.....
Bennett Academy.....	Both.....	Christian.....	None.....	1890.....	9.....	3.....	.....
Blake School.....	Both.....	Secular.....	None.....	1881.....	9.....	2.....	.....
Brownell Hall.....	Female.....	Protestant Episcopal.....	None.....	1868.....	9.....	5.....	83.....
Cotner University.....	Both.....	Disciples.....	Usual college degrees.....	1888.....	10.....	6.....	7.....
Creighton College.....	Males.....	Catholic.....	Usual college degrees.....	1879.....	10.....	7.....	5.....
Doane College.....	Both.....	Congregational.....	Usual college degrees.....	1872.....	9.....	4.....	91.....
Franklin Academy.....	Both.....	Congregational.....	None.....	1880.....	9½.....	5.....	61.....
Fremont Business College.....	Both.....	Secular.....	None.....	1889.....	12.....	7.....	64.....
Fremont Normal School.....	Both.....	Secular.....	None.....	1885.....	11½.....	9.....	166.....
Gates College.....	Both.....	Congregational.....	Usual college degrees.....	1882.....	9½.....	4.....	8.....
Gibbon Independent Normal School.....	Both.....	Secular.....	Usual college degrees.....	1891.....	12.....	10.....	10.....
Hastings College.....	Both.....	Presbyterian.....	Usual college degrees.....	1882.....	9.....	4.....	19.....
Nebraska Normal College.....	Both.....	Secular.....	None.....	1891.....	12.....	12.....	17.....
Nebraska State Normal School.....	Both.....	Under state control.....	None.....	1867.....	9½.....	2.....	819.....
North Nebraska Normal College.....	Both.....	Secular.....	Usual college degrees.....	1887.....	11½.....	20.....	11.....
Nebraska Wesleyan University.....	Both.....	Methodist Episcopal.....	Usual college degrees.....	1886.....	9.....	8.....	23.....
Omaha Commercial College.....	Both.....	Secular.....	Usual college degrees.....	1884.....	12.....	5.....	40.....
Pawnee City Academy.....	Both.....	United Presbyterian.....	None.....	1884.....	10.....	4.....	15.....
Platte Institute.....	Both.....	Protestant Episcopal.....	None.....	1892.....	10.....	7.....	0.....
Queen City Business College.....	Both.....	Secular.....	None.....	1888.....	12.....	2.....	.....

Rathbun Business College	Both	Secular	None	1873	12	5,3850
Scotia Normal and Business University	Both	Secular	None	1882	11	5
University of Nebraska	Both	Secular	Usual	1889	10	237
University of Omaha	Both	Presbyterian	Usual college degrees	1880	9	5
Weeping Water Academy	Both	Congregational	None	1885	9	3
York College	Both	U. B. in Christ	Usual college degrees	1890	9 1/4	6
Total						5669

TABLE NO. 36.—Continued.

Colleges, Academies, Normal and Other Schools Not Public.—Name, Location, Title of Head of School,
How School is Supported, Admission as to Sex, Denominational Control, Degrees Conferred,
When Established, Length of Annual Term, Number of Departments, and
Number of Graduates to and Including June, 1892.

NAME OF SCHOOL	Which Sex Admitted	If Under Denominational Control What Church.	Degrees Conferred.	When Established.	No. Months open p'ryr	No. Departments.	No. Graduates Incl'd 'g '92.
Beatrice Business College	Both	Secular	None	1888	12	7	14
Bennett Academy	Both	Christian	None	1890	9	3	....
Blake School	Both	Secular	None	1881	9	2	....
Brownell Hall	Female	Protestant Episcopal	None	1868	9	5	83
Cotner University	Both	Disciples	Usual college degrees	1888	10	6	7
Creighton College	Males	Catholic	Usual college degrees	1879	10	7	5
Doane College	Both	Congregational	Usual college degrees	1872	9	4	91
Franklin Academy	Both	Congregational	None	1880	9½	5	61
Fremont Business College	Both	Secular	None	1889	12	7	64
Fremont Normal School	Both	Secular	None	1885	11½	9	163
Gates College	Both	Congregational	Usual college degrees	1882	9½	4	8
Gibbon Independent Normal School	Both	Secular	Usual college degrees	1891	12	10	19
Hastings College	Both	Presbyterian	Usual college degrees	1882	9	4	19
Nebraska Normal College	Both	Secular	None	1891	12	12	17
Nebraska State Normal School	Both	Under state control	None	1867	9½	2	849
North Nebraska Normal College	Both	Secular	Usual college degrees	1887	11½	20	11
Nebraska Wesleyan University	Both	Methodist Episcopal	Usual college degrees	1886	9	8	23
Omaha Commercial College	Both	Secular	Usual college degrees	1884	12	5	40
Pawnee City Academy	Both	United Presbyterian	None	1884	10	4	15
Platte Institute	Both	Protestant Episcopal	None	1892	10	7	0
Queen City Business College	Both	Secular	None	1888	12	2	....

	Both.	Secular	None	1873	12	53850
Rathbun Business College	Both.	Secular	None	1892	11	5
Scotia Normal and Business University	Both.	Secular	None	1863	10	237
University of Nebraska	Both.	Secular	Usual	1890	9	5
University of Omaha	Both.	Presbyterian	Usual college degrees.	1885	9	12
Weeping Water Academy	Both.	Congregational	None	1890	9	3
York College	Both.	U. B. in Christ.	Usual college degrees.	1890	9 1/4	6
Total						5669

TABLE NO. 37.

State School Funds Apportioned to the Various counties for the School Years Ending the Second Monday of July, 1891 and 1892, Respectively.

COUNTY.	December, 1890.	June, 1891.	Total for Year.	December, 1891.	June, 1892.	Total for Year.
Total	\$305,004 97	\$226,555 37	\$541,560 34	\$274,558 35	\$319,283 67	\$593,842 02
Adams	5590 73	4336 05	9926 78	4801 05	5583 14	10,384 19
Antelope	3550 89	2754 00	6304 89	3103 99	3609 63	6713 62
Arthur	889 56	689 92	1579 48	652 78	759 12	1411 90
Banner	333 24	258 45	591 69	260 45	302 88	563 33
Blaine	2045 92	2284 79	5230 71	2597 93	3021 13	5619 06
Box Butte	1444 96	1120 68	2565 64	1121 76	1304 49	2426 25
Boyd	1495 45	1159 84	2655 29	1430 84	1663 92	3094 76
Brown	6843 82	5307 92	12,151 74	5853 57	6807 12	12,660 69
Buffalo	3836 40	2975 42	6811 82	3481 48	4048 61	7530 09
Burt	5194 14	4028 47	9222 61	4698 03	5463 33	10,161 36
Butler	7286 31	5651 10	12,937 41	6354 70	7389 87	13,744 57
Cass	2259 24	1752 22	4011 46	2324 29	2702 91	5027 20
Cedar	1326 54	1028 83	2355 37	1003 89	1167 42	2171 31
Chase	1301 75	1009 61	2311 36	1194 29	1388 84	2583 13
Cherry	1539 52	1194 02	2733 54	1327 81	1544 11	2871 92
Cheyenne	5573 29	4322 52	9895 81	4853 80	5644 48	10,498 28
Clay	3787 74	2937 69	6725 43	3540 83	4117 63	7658 46
Colfax	3952 98	3035 85	7018 83	3769 13	4383 12	8152 25
Cumming	6779 56	5258 08	12,037 64	5753 84	6691 14	12,444 98
Dakota	1784 63	1384 12	3168 75	1612 16	1874 78	3486 94
Dawes	2638 39	2046 27	4684 66	2170 98	2524 63	4695 61
Dawson	3269 06	2535 41	5804 47	3032 20	3526 25	6558 54

Deuel	846 41	656 46	1502 87	689 86	802 25	1492 11
Dixon	2732 94	2119 61	4852 55	2565 78	2983 74	5549 52
Dodge	5939 57	4806 61	10,546 18	5573 34	6481 23	12,054 57
Douglas	27,383 55	21,238 10	48,621 65	27,278 22	31,721 82	59,000 04
Dundy	1193 42	925 59	1191 01	984 11	1144 42	2128 53
Fillmore	5509 94	4273 39	9783 33	5035 95	5856 31	10,892 26
Franklin	2697 14	2091 84	4788 98	2318 52	2096 20	5014 72
Frontier	2575 04	1997 15	4572 19	2211 37	2571 60	4782 97
Furnas	3395 75	2633 67	6029 42	2635 02	3064 26	5699 28
Gage	4979 71	7662 49	17,542 20	8549 56	9942 30	18,491 86
Garfield	97 57	385 90	883 47	402 22	467 74	869 96
Gosper	1614 79	1252 40	2867 19	1373 14	1596 83	2969 97
Grant	93 64	72 62	166 26	121 16	140 90	262 06
Greeley	1716 69	1331 43	3048 12	1537 16	1787 56	3324 72
Hall	5147 31	3392 16	9139 47	4696 38	5461 41	10,157 79
Hamilton	4768 18	3698 10	8466 28	4248 00	4939 99	9187 99
Harlan	2823 82	2190 10	5013 92	2291 32	2674 58	4955 90
Hayes	1209 95	938 41	2148 36	1020 38	1186 00	2206 98
Hitchcock	1893 87	1468 85	3362 72	1453 09	1689 80	3142 89
Holt	4803 99	3725 87	8529 86	4368 34	5079 94	9448 28
Hooker	70 69	54 82	125 51	70 06	81 47	151 53
Howard	3337 92	2588 81	5926 73	3025 69	3518 57	6544 26
Jefferson	5027 06	3898 88	8925 94	4528 24	5265 88	9794 12
Johnson	3672 07	2847 98	6520 05	3315 82	3855 96	7171 78
Kearney	3277 32	2541 82	5819 14	2920 19	3395 89	6316 08
Keith	649 04	503 38	1152 42	549 75	639 30	1189 05
Kaya Paha	1203 52	933 43	2136 95	1004 72	1168 39	2173 11
Kimball	305 70	237 09	542 79	219 24	254 96	474 20
Knox	3007 43	2332 50	5339 93	2018 50	2347 31	4365 81
Lancaster	16,224 13	12,583 09	28,807 22	15,440 84	17,956 14	33,396 98
Lincoln	3038 84	2372 37	5431 21	2816 34	3275 13	6091 47
Logan	411 27	318 97	730 24	340 40	395 85	736 25
Loup	550 81	427 20	978 01	398 10	462 95	861 05
Madison	4392 71	3406 90	7799 61	4131 79	4801 85	8936 61
McPherson	61 51	47 70	109 21	74 18	86 26	160 44
Merrick	2884 41	2237 09	5121 50	2570 73	2989 50	5550 23

TABLE NO. 37.

State School Funds Apportioned to the Various counties for the School Years Ending the Second Monday of July, 1891 and 1892, Respectively.

COUNTY.	December, 1890.	June, 1891.	Total for Year.	December, 1891.	June, 1892.	Total for Year.
Total	\$305,004 97	\$236,555 37	\$541,560 34	\$274,558 35	\$319,283 67	\$593,842 02
Adams	5590 73	4336 05	9926 78	4801 05	5583 14	10,384 19
Antelope	3550 89	2754 00	6304 89	3103 99	3609 63	6713 62
Arthur						
Banner	889 56	689 92	1579 48	652 78	759 12	1411 90
Blaine	333 24	258 45	591 69	260 45	302 88	593 33
Boone	2945 92	2284 79	5230 71	2597 93	3021 13	5619 06
Box Butte	1444 96	1120 68	2565 64	1121 76	1304 49	2426 25
Boyd						
Brown	1495 45	1159 84	2655 29	1490 84	1663 92	3004 76
Buffalo	6843 82	5307 92	12,151 74	5853 57	6807 12	12,660 69
Burt	3836 40	2975 42	6811 82	3481 48	4048 61	7530 09
Butler	5194 14	4028 47	9222 61	4698 03	5463 33	10,161 36
Cass	7286 31	5651 10	12,937 41	6354 70	7389 87	13,744 57
Cedar	2259 24	1752 22	4011 46	2324 29	2702 91	5027 20
Chase	1326 54	1028 83	2355 37	1003 89	1167 42	2171 31
Cherry	1301 75	1009 61	2311 36	1194 29	1388 84	2583 13
Cheyenne	1539 52	1194 02	2733 54	1327 81	1544 11	2871 92
Clay	5573 29	4322 52	9895 81	4853 80	5644 48	10,498 28
Colfax	3787 74	2937 69	6725 43	3540 83	4117 63	7658 46
Cuming	3952 98	3065 85	7018 83	3769 13	4383 12	8152 25
Custer	6779 56	5258 08	12,037 64	5753 84	6691 14	12,444 98
Dakota	1784 63	1384 12	3168 75	1612 16	1874 78	3486 94
Dawes	2638 39	2046 27	4684 66	2170 98	2524 63	4695 61
Dawson	3269 06	2535 41	5804 47	3032 29	3526 25	6558 54

Deuel	846 41	656 46	1502 87	689 86	802 25	1492 11
Dixon	2732 94	2119 61	4852 55	2565 78	2983 74	5549 52
Dodge	5939 57	4606 61	10,546 18	5573 34	6481 23	12,054 57
Douglas	27,383 55	21,238 10	48,621 65	27,278 22	31,721 82	59,000 04
Dundy	1193 42	925 59	2119 01	984 11	1144 42	2128 53
Fillmore	5509 94	4273 39	9783 38	5035 95	5856 31	10,892 26
Franklin	2697 14	2091 84	4788 98	2318 52	2696 20	5014 72
Frontier	2575 04	1997 15	4572 19	2211 37	2571 60	4782 97
Furnas	3395 75	2633 67	6029 42	2635 02	3064 26	5699 28
Gage	9879 71	7662 49	17,542 20	8549 56	9942 30	18,491 86
Garfield	497 57	385 90	883 47	402 22	467 74	869 96
Gosper	1614 79	1252 40	2867 19	1373 14	1596 83	2969 97
Grant	93 64	72 62	166 26	121 16	140 90	262 06
Greeley	1716 69	1331 43	3048 12	1537 16	1787 56	3324 72
Hall	5147 31	3692 16	9139 47	4696 38	5461 41	10,157 79
Hamilton	4768 18	3698 10	8466 28	4248 00	4939 99	9187 99
Harlan	2823 82	2190 10	5013 92	2291 32	2664 58	4955 90
Hayes	1209 95	938 41	2148 36	1020 38	1186 60	2206 98
Hitchcock	1893 87	1468 85	3362 72	1453 09	1689 80	3142 89
Holt	4803 99	3725 87	8529 86	4368 34	5079 94	9448 28
Hooker	70 69	54 82	125 51	70 06	81 47	151 53
Howard	3337 92	2588 81	5926 73	3025 69	3518 57	6344 26
Jefferson	5027 06	3898 88	8925 94	4528 24	5265 88	9794 12
Johnson	3672 07	2847 98	6520 05	3315 82	3855 96	7171 78
Kearney	3277 32	2541 82	5819 14	2920 19	3395 89	6316 08
Keith	649 04	503 38	1152 42	549 75	639 30	1189 05
Keya Paha	1203 52	933 43	2136 95	1004 72	1168 39	2173 11
Kimball	305 70	237 09	542 79	219 24	254 96	474 20
Knox	3007 43	2332 50	5339 93	2018 50	2347 31	4365 81
Lancaster	16,224 13	12,583 09	28,807 22	15,440 84	17,956 14	33,396 98
Lincoln	3058 84	2372 37	5431 21	2816 34	3275 13	6091 47
Logan	411 27	318 97	730 24	340 40	395 85	736 25
Loup	550 81	427 20	978 01	398 10	462 95	861 05
Madison	4392 71	3406 90	7799 61	4131 79	4801 85	8996 64
McPherson	61 51	47 70	109 21	74 18	86 26	160 44
Merrick	2884 41	2237 09	5121 50	2570 73	2989 50	5560 23

TABLE NO. 37.—Continued.

State School Funds Apportioned to the Various counties for the School Years Ending the Second Monday of July, 1891 and 1892, Respectively.

COUNTY.	December, 1890.	June, 1891.	Total for Year.	December, 1891.	June, 1892.	Total for Year.
Nance.....	1622 14	1258 10	2880 24	1513 26	1759 77	3273 03
Nemaha.....	4219 21	3272 33	7491 54	3832 33	4572 90	8546 23
Nuckolls.....	3641 78	2824 48	6466 26	3150 97	3664 26	6815 23
Otoe.....	6422 45	4981 12	11,403 57	5965 67	6937 47	12,903 14
Pawnee.....	3504 99	2718 40	6223 39	3149 33	3662 35	6811 68
Perkins.....	1246 67	968 89	2213 56	932 19	1084 04	2016 23
Phelps.....	3191 95	2475 61	5667 56	2648 20	3079 59	5727 79
Pierce.....	1591 84	1234 60	2826 44	1707 77	1985 97	3693 74
Platte.....	5164 77	4005 68	9170 45	4665 06	5424 99	10,090 05
Polk.....	3549 97	2753 28	6303 25	3130 37	3640 30	6770 67
Red Willow.....	2708 15	2100 39	4808 54	2506 44	2914 73	5421 17
Richardson.....	6255 37	4851 53	11,106 90	5593 95	6505 20	12,099 15
Rock.....	951 98	738 34	1690 32	824 21	958 48	1782 69
Saline.....	6987 03	5418 99	12,406 02	6248 37	7266 22	13,514 59
Sarpy.....	2102 26	1630 47	3732 73	2013 56	2341 57	4355 13
Saunders.....	7255 09	5626 90	12,881 99	6812 14	7921 82	14,733 96
Scott's Bluff.....	434 22	336 77	770 99	385 73	448 57	834 30
Seward.....	5478 73	4249 19	9727 92	4840 61	5629 15	10,469 76
Sheridan.....	2427 24	1892 51	4309 75	1983 06	2306 10	4289 16
Sherman.....	2280 36	1768 60	4048 96	2003 67	2330 06	4333 73
Sioux.....	644 45	499 82	1144 27	485 46	564 54	1050 00
Stanton.....	1498 20	1161 98	2660 18	1448 97	1685 01	3133 98
Thayer.....	4280 72	3320 04	7600 76	3901 01	4536 48	8437 49
Thomas.....	118 43	91 85	210 28	125 28	145 69	270 97
Thurston.....	314 89	244 22	559 11	329 69	383 39	713 08

Valley	2448 35	1898 89	4347 24	2036 04	2368 40	4405 04
Washington	4194 42	3253 11	7447 53	3854 03	4481 84	8335 87
Wayne	1857 15	1440 37	3297 52	1759 70	2046 36	3806 06
Webster	3863 94	2996 79	6860 73	3317 47	3857 87	7175 34
Wheeler	546 22	423 64	989 86	485 46	564 55	1050 01
York	5720 17	4436 44	10,156 61	5090 35	5919 56	11,009 91

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TABLE NO. 37.—Continued.

State School Funds Apportioned to the Various counties for the School Years Ending the Second Monday of July, 1891 and 1892, Respectively.

COUNTY.	December, 1890.	June, 1891.	Total for Year.	December, 1891.	June, 1892.	Total for Year.
Nance.....	1622 14	1258 10	2880 24	1513 26	1759 77	3273 03
Nemaha.....	4219 21	3272 33	7491 54	3932 33	4572 90	8505 23
Nuckolls.....	3641 78	2824 48	6466 26	3150 97	3664 26	6815 23
Otoe.....	6423 45	4981 12	11,403 57	5965 67	6937 47	12,903 14
Pawnee.....	3504 99	2718 40	6223 39	3149 33	3662 35	6811 68
Perkins.....	1246 67	966 89	2213 56	932 19	1084 04	2016 23
Phelps.....	3191 95	2475 61	5667 56	2648 20	3079 59	5727 79
Pierce.....	1591 84	1234 60	2826 44	1707 77	1985 97	3693 74
Platte.....	5164 77	4005 68	9170 45	4665 06	5424 99	10,090 05
Polk.....	3549 97	2753 28	6303 25	3130 37	3640 30	6770 67
Red Willow.....	2708 15	2100 39	4808 54	2506 44	2914 73	5421 17
Richardson.....	6255 37	4851 53	11,106 90	5593 95	6505 20	12,099 15
Rock.....	951 98	738 34	1690 32	824 21	958 48	1782 69
Saline.....	6987 03	5418 99	12,406 02	6248 37	7266 22	13,514 59
Sarpy.....	2102 26	1630 47	3732 73	2013 56	2341 57	4355 13
Saunders.....	7255 09	5626 90	12,881 99	6812 14	7921 82	14,733 96
Scott's Bluff.....	434 22	336 77	770 99	385 73	448 57	834 30
Seward.....	5478 73	4249 19	9727 92	4840 61	5629 15	10,469 76
Sheridan.....	2427 24	1862 51	4309 75	1983 06	2306 10	4289 16
Sherman.....	2280 36	1768 60	4048 96	2003 67	2330 06	4333 73
Sioux.....	644 45	499 82	1144 27	485 46	564 54	1050 00
Stanton.....	1498 20	1161 98	2660 18	1448 97	1685 01	3133 98
Thayer.....	4280 72	3320 04	7600 76	3901 01	4536 48	8437 49
Thomas.....	118 43	91 85	210 28	125 28	145 69	270 97
Thurston.....	314 89	244 22	559 11	329 69	383 38	713 08

Valley	2448 35	1898 89	4347 24	2036 64	2368 40	4405 04
Washington	4194 42	3253 11	7447 53	3854 03	4481 84	8335 87
Wayne	1857 15	1440 37	3297 52	1759 70	2046 36	3803 06
Webster	3863 94	2996 79	6860 73	3317 47	3857 87	7175 34
Wheeler	546 22	423 64	969 86	485 46	564 55	1050 01
York	5720 17	4436 44	10,156 61	5090 35	5919 56	11,009 91

TABLE NO. 38.

Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	Is Physiological Temperance Taught Regularly and Systematically in Your Schools?	What Part of the Year?	How Many Weeks?
Adams.....	Yes.	The greater part.	.....
Antelope.....	It is.	During each term of school.	.....
Banner.....	It is taught regularly.	During the entire year.	As many weeks as there is school.
Blaine.....	Yes.	During each term of school.	12 to 24 weeks.
Boone.....	In all except four or five.	.....	12.
Box Butte.....	Yes.	At least three months.	12 to 24.
Boyd.....	Yes.	During school months.	.....
Brown.....	Somewhat.	During school months.	Average about 30.
Buffalo.....	Yes.	All.	At least 12.
Burt.....	Yes.	All year.	24 to 30.
Butler.....	It is.	All.	12.
Cass.....	No. Taught with physiology.	Fall and winter.	Entire term.
Cedar.....	No.	All the year.	Special attention when }
Chase.....	{ No text-book on "Physiological Temperance" is used in our schools. The subject receives } the classes have the topic of Narcotics and stimulants as presented in our Physiologies.	.....	.....
Cherry.....	In a few.	.....	.....
Cheyenne.....	Yes, in most of them.	When schools are in session.	Full term.
Clay.....	Yes.	Governed by different teachers.	12.
Colfax.....	Physiology is taught regularly and systematically.	.....	.....
Cuming.....	No.	.....	.....
Custer.....	Yes.	When school is in session.	Full term.
Dakota.....	.....	.....	.....
Dawes.....	Yes.	All year.	Full term.
Dawson.....	.....	.....	.....

Dael.....	To some extent.	Full term.	Full term.
Dixon.....	In some schools.	Full term.	Full term.
Dodge.....	Not regularly and systematically.	Various times in different schools.	24 to 36.
Douglas.....	In about one-half.	Full term.	.....
Dundy.....	.....	.....	.....
Fillmore.....	.....	.....	.....
Franklin.....	It is.	.....	.....
Frontier.....	No.	.....	.....
Furnas.....	No.	.....	Spasmodically.
Gage.....	Not in all schools.	As it happens.	.....
Garfield.....	Yes.	In most full term.	Average 12.
Gosper.....	No.	Fall and spring.	.....
Grant.....	Only incidentally.	During each term.	.....
Greeley.....	The subject is not taught.	.....	.....
Hall.....	To some extent.	.....	.....
Hamilton.....	It is.	During each term.	.....
Harlan.....	Yes.	Whole year.	About 24.
Hayes.....	Yes; in the majority.	During each term.	16 to 36.
Hitchcock.....	In some schools.	.....	.....
Holt.....	Yes.	During each term.	12 to 24.
Hooker.....	.....	During each term.	12 to 36.
Howard.....	It is.	.....	No uniformity.
Jefferson.....	Yes.	During each term.	Full term.
Johnson.....	Yes.	During each term.	About 24.
Kearney.....	Yes.	During each term.	24 to 36.
Keith.....	Not regularly.	.....	.....
Keya Paha.....	Yes.	All time.	Full term.
Kimball.....	Yes, in every school.	Entire school term.	12 to 36.
Knox.....	No.	Receives some attention during the entire year.	30.
Lancaster.....	Not systematically.	General lessons through the school year.	.....
Lincoln.....	Not in all, depends on teacher.	.....	.....
Logan.....	Yes.	During each term.	About 18.
Loup.....	It is.	Average one-fourth of the year.	About 12.
Madison.....	Yes.	Different times in different schools.	.....
McPherson.....	Yes.	During entire term.	Full term.

TABLE NO. 38.
Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	Is Physiological Temperance Taught Regularly and Systematically in Your Schools?	What Part of the Year?	How Many Weeks?
Adams.....	Yes.	The greater part.	.....
Antelope.....	It is.	During each term of school.	.....
Banner.....	It is taught regularly.	During the entire year.	As many weeks as there is school.
Blaine.....	Yes.	During each term of school.	12 to 24 weeks.
Boone.....	In all except four or five.	At least three months.	12.
Box Butte.....	Yes.	During school months.	12 to 24.
Boyd.....	Yes.	During school months.	Average about 30.
Brown.....	Somewhat.	All.	At least 12.
Buffalo.....	Yes.	All year.	24 to 36.
Burt.....	It is.	All.	12.
Butler.....	No. Taught with physiology.	Fall and winter.	Entire term.
Cass.....	No.	All the year.	special attention when }
Cedar.....	No text-book on "Physiological Temperance" is used in our schools. The subject receives stimulants as presented in our Physiologies.	When schools are in session.	Full term.
Chase.....	In a few.	Governed by different teachers.	12.
Cherry.....	Yes, in most of them.	.....	.....
Cheyenne.....	Yes.	.....	.....
Clay.....	Physiology is taught regularly and systematically.	.....	.....
Colfax.....	No.	.....	.....
Cuming.....	No.	.....	.....
Custer.....	Yes.	When school is in session.	Full term.
Dakota.....	.....	.....	.....
Dawes.....	Yes.	All year.	Full term.
Dawson.....	.....	.....	.....

Daniel	To some extent.	Full term.	Full term.
Dixon	In some schools.	Full term.	Full term.
Dodge	Not regularly and systematically.	Various times in different schools.	24 to 36.
Douglas	In about one-half.	Full term.	
Dundy			
Fillmore			
Franklin	It is.		
Frontier	No.		
Furnas	No.		Spasmodically.
Gage	Not in all schools.	As it happens.	Average 12.
Garfield	Yes.	In most full term.	
Gosper	No.	Fall and spring.	
Grant	Only incidentally.	During each term.	
Greeley	The subject is not taught.		
Hall	To some extent.	During each term.	
Hamilton	It is.	Whole year.	About 24.
Harlan	Yes.	During each term.	16 to 36.
Hayes	Yes; in the majority.	During each term.	
Hitchcock	In some schools.	During each term.	12 to 24.
Holt	Yes.	During each term.	12 to 36.
Hooker			
Howard	It is.	During each term.	No uniformity.
Jefferson	Yes.	During each term.	Full term.
Johnson	Yes.	During each term.	About 24.
Kearney	Yes.	During each term.	24 to 36.
Keith	Not regularly.		
Keya Paha	Yes.	All time.	Full term.
Kimball	Yes, in every school.	Entire school term.	12 to 36.
Knox	No.	Receives some attention during the entire year.	30.
Lancaster	Not systematically.	General lessons through the school year.	
Lincoln	Not in all, depends on teacher.		
Logan	Yes.	During each term.	About 18.
Loup	It is.	Average one-fourth of the year.	About 12.
Madison	Yes.	Different times in different schools.	
McPherson	Yes.	During entire term.	Full term.

TABLE NO. 38.—*Continued.*

Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	Is Physiological Temperance Taught Regularly and Systematically in Your Schools?	What Part of the Year?	How Many Weeks?
Merrick	To some extent.	During each term.	Not uniform.
Nance	To some extent.		
Nemaha	No.	No particular time.	
Nuckolls	Yes, except in six schools.	During each term.	Full term.
Otoe	In most of them.	During entire term.	Full term.
Pawnee	Yes.	During entire term.	Full term.
Perkins	Yes.	During entire term.	Full term.
Pierce	Yes.	During entire term.	Full term.
Platte	Yes.	During entire term.	Full term.
Polk	Yes.	During entire term.	Full term.
Red Willow	It is without exception.	During entire term.	Full term.
Richardson	Yes.	During entire term.	Full term.
Rock	Regularly.	During entire term.	24 to 36.
Saline	Same as other subjects.	During entire term.	24 to 36.
Sarpy	Yes, in 95 per cent.	During the term.	Full term.
Saunders	In but very few.	Fall and winter.	Average 12.
Scott's Bluff	It is.	During entire term.	12 to 24.
Seward	In most of our schools.	During entire term.	12 to 36.
Sheridan	Yes.	During entire term.	Full term.
Sherman	It is.	During entire term.	Full term.
Sioux	Yes.	During entire term.	Full term.
Stanton	Yes.	During entire term.	Full term.
Thayer	Yes.	During entire term.	Full term.
Thomas			

Thurston	No.	.....	.....
Valley	Yes.	.....	.....
Washington	It is.	.....	16 to 36.
Wayne	In most of them.	.....	.....
Webster	Only with physiology.	.....	.....
Wheeler	In part of them.	.....	.....
York .....	.....	.....	.....
		During entire term.	.....
		During entire term.	.....
		During entire term.	.....
		Mostly fall and winter.	.....
		Owing to teachers employed.	.....

TABLE NO. 38.—Continued.

Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	Is Physiological Temperance Taught Regularly and Systematically in Your Schools?	What Part of the Year?	How Many Weeks?
Merrick	To some extent.	.....	.....
Nance	To some extent.	During each term.	Not uniform.
Nemaha .....	.....	.....	.....
Nuckolls	No.	No particular time.	.....
Otoe	Yes, except in six schools.	.....	.....
Pawnee .....	.....	During each term.	Full term.
Perkins .....	.....	.....	.....
Phelps	In most of them.	During entire term.	Full term.
Pierce	Yes.	During entire term.	Full term.
Platte	Yes.	During entire term.	Full term.
Polk .....	.....	During entire term.	Full term.
Red Willow	Yes.	During entire term.	Full term.
Richardson .....	.....	.....	.....
Rock	It is without exception.	During entire term.	Full term.
Saline	Yes.	During entire term.	Full term.
Sarpy	Regularly.	During entire term.	24 to 36.
Saunders	Same as other subjects.	During entire term.	24 to 36.
Scott's Bluff .....	.....	.....	.....
Seward	Yes, in 95 per cent.	During the term.	Full term.
Sheridan	In but very few.	Fall and winter.	Average 12.
Sherman	It is.	During entire term.	12 to 24.
Sioux	In most of our schools.	During entire term.	12 to 36.
Stanton	Yes.	During entire term.	Full term.
Thayer	It is.	During entire term.	Full term.
Thomas	Yes.	During entire term.	Full term.

Thurston .....	.....	.....	.....
Valley	No.	.....	.....
Washington	Yes.	.....	.....
Wayne	It is.	.....	16 to 36.
Webster	In most of them.	.....	.....
Wheeler	Only with physiology.	.....	.....
York	In part of them.	Owing to teachers employed.	.....

TABLE NO. 38.—Continued.

Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	Number of Lessons a week.	Minutes to a Lesson.	Oral or by Text-Books.	What Text-Books, if any, are used?
Adams.....	From 2 to 4	.....	Oral.	.....
Antelope.....	About 2.	.....	Oral and from text-books.	The Pathfinder and others.
Banner.....	Generally one a week.	About 20.	Generally from text-book.	.....
Blaine.....	.....	.....	Mostly orally.	.....
Boone.....	.....	.....	.....	.....
Box Butte.....	Each day.	From 10 to 20.	.....	Steele's, Smith's, and Pathfinder.
Boyd.....	.....	.....	Both.	Steele's and Dalton's.
Brown.....	Not uniform.	From 10 to 30.	Both.	Steele's and others.
Buffalo.....	5.	15.	Both.	Pathfinder series.
Burt.....	1 or more.	.....	Both.	Pathfinder series.
Butler.....	6.	20 to 30.	Both.	Steele's and Kellogg's.
Cass.....	5.	About 15.	By text-books generally.	Pathfinder and others.
Cedar.....	Daily.	15 to 25.	Both.	Pathfinder and others.
Chase.....	.....	.....	.....	.....
Cherry.....	.....	Generally 15.	Both.	No uniform text-book or system.
Cheyenne.....	Daily.	.....	Both.	Steele's Hygienic Physiology.
Clay.....	2 to 5.	10 to 20.	Both. Oral in lower grades.	Brand's, Steele's, Pathfinder, Kellogg's, etc.
Colfax.....	.....	.....	.....	Steele's, etc.
Cuming.....	.....	.....	.....	Pathfinder.
Custer.....	Daily.	15.	Both.	Pathfinder.
Dakota.....	.....	.....	.....	.....
Dawes.....	2 or 3.	10 to 15.	Both.	Smith's and Steele's.
Dawson.....	.....	.....	.....	.....

Deuel	2 to 5.	An average of 15	Mostly oral.	Steele's, Pathfinder.
Dixon	Daily.	10 to 20.	Both.	None in particular.
Dodge	1 to 5.	20 to 30.	Both.	Steele's mostly.
Doud .....	.....	.....	.....	.....
Dundy .....	.....	.....	.....	.....
Fillmore	2.	.....	Both.	School Physiology.
Franklin .....	.....	Orally 8 to 10.	Both.	.....
Frontier	Spasmodically.	Spasmodically.	Both.	Barnes' Smith's, and Kellogg's.
Furnas	1 to 2.	About 10.	Both.	Mostly Steele's.
Gage	5.	About 15.	Both.	No regular text-books.
Garfield	1 to 2.	About 10.	Oral.	Steele's, Pathfinder.
Gosper .....	.....	.....	.....	.....
Grant	Daily.	About 15.	Both.	Steele's.
Greely	3.	10 to 15.	Oral.	Steele's.
Hall	2 to 5.	20.	Both.	Steele's.
Hamilton	An average of 2.	10 to 15.	Both.	Steele's.
Harlan .....	.....	.....	.....	.....
Hayes	An average of 3.	15.	Both.	Steele's.
Hitchcock	2 to 5.	15 to 20.	Largely through text-books.	Pathfinder, Smith's.
Holt .....	.....	.....	.....	.....
Hooker	No uniformity.	No uniformity.	Both.	None solely on this.
Howard	Generally 5.	About 15.	Text-book.	Pathfinder.
Jefferson	About 3.	10 to 15.	Both, owing to grade.	Steele's and Brand's.
Johnson	2 to 4.	15 to 20.	Both.	Steele's and Pathfinder.
Kearney .....	.....	.....	Both.	Steele's mostly.
Keith	Daily.	15 to 20.	Both.	Steele's and Pathfinder.
Kaya Paha	1 to 5.	About 15.	Too much through text-book.	Generally Kellogg.
Kimball	5 usually.	20.	Generally through text-book.	Pathfinder.
Knox	Usually 1.	About 30.	Both.	Steele's, Hutchinson's, etc.
Lancaster .....	.....	.....	Text-book.	Steele's and Smiths.
Lincoln	About 15.	About 15.	Usually oral.	.....
Logan	About 5.	About 20.	Both.	Steele's.
Loup	About 5.	5 to 25.	Both.	Steele's.
Madison	Average 3.	10 to 20.	Both.	Steele's.
McPherson .....	.....	.....	.....	Steele's.
Merrick .....	.....	.....	.....	.....

TABLE NO. 38.—*Continued.*

Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	Number of Lessons a week.	Minutes to a Lesson.	Oral or by Text-Books.	What Text-Books, if any, are used?
Adams.....	From 2 to 4.	.....	Oral.	.....
Antelope.....	About 2.	.....	Oral and from text-books.	The Pathfinder and others.
Banner.....	Generally one a week.	About 20.	Generally from text-book.	.....
Blaine.....	.....	.....	Mostly orally.	.....
Boone.....	.....	.....	.....	.....
Box Butte.....	Each day.	From 10 to 20.	.....	Steele's, Smith's, and Pathfinder.
Boyd.....	.....	.....	Both.	Steele's and Dalton's.
Brown.....	Not uniform.	From 10 to 30.	Both.	Steele's and others.
Buffalo.....	5.	15.	Both.	Pathfinder series.
Burt.....	1 or more.	20 to 30.	Both.	Pathfinder series.
Butler.....	6.	About 15.	By text-books generally.	Steele's and Kellogg's.
Cass.....	5.	15 to 25.	Both.	Pathfinder and others.
Cedar.....	Daily.	.....	.....	Pathfinder and others.
Chase.....	.....	Generally 15.	.....	No uniform text-book or system.
Cherry.....	Daily.	10 to 20.	Both.	Steele's Hygienic Physiology.
Cheyenne.....	2 to 5.	.....	Both.	Brand's, Steele's, Pathfinder, Kellogg's, etc.
Clay.....	.....	.....	Oral in lower grades.	Steele's, etc.
Colfax.....	.....	.....	.....	Pathfinder.
Cuming.....	.....	.....	Both.	.....
Custer.....	Daily.	15.	Both.	Pathfinder.
Dakota.....	.....	.....	.....	.....
Dawes.....	2 or 3.	10 to 15.	Both.	Pathfinder.
Dawson.....	.....	.....	.....	Smith's and Steele's.

Denel	2 to 5.	An average of 15	Mostly oral.	Steele's, Pathfinder.
Dixon	Daily.	10 to 20.	Both.	None in particular.
Dodge	1 to 5.	20 to 30.	Both.	Steele's mostly.
Douglas				
Dundy				
Fillmore	2.			
Franklin			Both.	School Physiology.
Frontier		Orally 8 to 10.	Both.	
Furnas	Spasmodically.	Spasmodically.	Both.	Barnes' Smith's, and Kellogg's.
Gage	1 to 2.	About 10.	Both.	Mostly Steele's.
Garfield	5.	About 15.	Both.	No regular text-books.
Gosper	1 to 2.	About 10.	Oral.	Steele's, Pathfinder.
Grant				
Greely	Daily.	About 15.	Both.	Steele's.
Hall	3.	10 to 15.	Oral.	Steele's.
Hamilton	2 to 5.	20.	Both.	Steele's.
Harlan	An average of 2.	10 to 15.	Both.	Steele's.
Hayes				
Hitchcock	An average of 3.	15.	Both.	Steele's.
Holt	2 to 5.	15 to 20.	Largely through text-books.	Pathfinder, Smith's.
Hooker				
Howard	No uniformity.	No uniformity.	Both.	None solely on this.
Jefferson	Generally 5.	About 15.	Text-book.	Pathfinder.
Johnson	About 3.	10 to 15.	Both, owing to grade.	Steele's and Brand's.
Kearney	2 to 4.	15 to 20.	Both.	Steele's and Pathfinder.
Keith			Both.	Steele's mostly.
Keya Paha	Daily.	15 to 20.	Both.	Steele's and Pathfinder.
Kimball	1 to 5.	About 15.	Both.	Generally Kellogg.
Knox	5 usually.	20.	Too much through text-book.	Pathfinder.
Lancaster	Usually 1.	About 30.	Both.	Steele's, Hutchinson's, etc.
Lincoln			Text-book.	Steele's and Smiths.
Logan	About 15.	About 15.	Usually oral.	Steele's.
Loup	About 5.	About 20.	Both.	Steele's.
Madison	About 5.	5 to 25.	Both.	Steele's.
McPherson	Average 3.	10 to 20.	Both.	Steele's.
Merrick				

TABLE NO. 38.—*Continued.*

Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	Number of Lessons a week.	Minutes to a Lesson.	Oral or by Text-Books.	What Text-Books, if any, are used?
Nance	About 5.	10 to 20.	Principally by text-book.	Steele's, Pathfinder's.
Nemaha .....	.....	.....	.....	.....
Nuckolls .....	.....	.....	Oral in primary scholars.	.....
Otoe .....	.....	.....	.....	.....
Pawnee	2 to 5.	10 to 20.	Both.	Brand's, Steele's, Hutchinson, etc.
Perkins .....	.....	.....	.....	.....
Phelps	2 to 5.	10 to 20.	Both.	Smith's, Steele's, and Hutchinson's.
Pierce	2 to 5.	10 to 20.	Both.	Steele's Hygienic Physics.
Platte	5.	15 to 25.	Both.	Various.
Polk	1 to 5.	20 to 30.	Oral.	Steele's.
Red Willow	Daily.	15 to 20.	Both.	Pathfinder, Steele's.
Richardson .....	.....	.....	Both.	Pathfinder.
Rock	Daily.	20 to 30.	Both.	Steele's, Lincoln's, Eclectic.
Saline	1 to 2.	Usually 60.	Both.	Pathfinder, Steele's.
Sarpy	3 to 5.	15 to 30.	Text-books.	Steele's, Smith's, etc.
Saunders	3 to 5.	10 to 15.	Text-books.	Steele's, Pathfinder, etc.
Scott's Bluff .....	.....	.....	.....	.....
Seward	4 to 5.	5 to 20.	Both.	Steele's, Kellogg's, etc.
Sheridan	2 to 3.	Average 15.	Mostly oral.	.....
Sherman	3 to 5.	Average 15.	Both.	Pathfinder.
Sioux	5 usually.	8 to 10.	Text-books.	Pathfinder.
Stanton	Daily.	5 to 30.	Both.	Pathfinder, Smith, etc.
Thayer	2 to 5.	20.	Both.	Steele's, Cutter's, etc.
Thomas	1 to 5.	10 to 20.	Text-books, generally.	Steele's, Pathfinder.
Thurston .....	.....	.....	.....	.....

Valley.....	.....	.....	Text-book mostly.	Dalton's.
Washington.....	.....	5 to 15.	Text-book mostly.	Steele's, etc.
Wayne.....	1 to 3.	.....	Both.	Pathfinder, Steele's.
Webster.....	1 to 5.	15 to 30.	Both.	Pathfinder, Steele's.
Wheeler.....	.....	.....	Most text-book.	Steele's.
York.....	1 to 5.	10 to 20	Oral in lower grades.	.....

TABLE NO. 38.—*Continued.*

Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	Number of Lessons a week.	Minutes to a Lesson.	Oral or by Text-Books.	What Text-Books, if any, are used?
Nance	About 3.	10 to 20.	Principally by text-book.	Steele's, Pathfinder's.
Nemaha .....	.....	.....	.....	.....
Nuckolls .....	.....	.....	Oral in primary scholars.	.....
Otoe	2 to 5.	10 to 20.	Both.	Brand's, Steele's, Hutchinson, etc.
Pawnee .....	.....	.....	.....	.....
Perkins	2 to 5.	10 to 20.	Both.	Smith's, Steele's, and Hutchinson's.
Phelps	2 to 5.	10 to 20.	Both.	Steele's Hygienic Physics.
Pierce	3.	15 to 25.	Both.	Various.
Platte	1 to 5.	20 to 30.	Oral.	Steele's.
Polk	Daily.	15 to 20.	Both.	Pathfinder, Steele's.
Red Willow .....	.....	.....	Both.	Pathfinder.
Richardson	Daily.	20 to 30.	Both.	Steele's, Lincoln's, Eclectic.
Rock	1 to 2.	Usually 60.	Both.	Pathfinder, Steele's.
Saline	3 to 5.	15 to 30.	Text-books.	Steele's, Smith's, etc.
Sary	3 to 5.	10 to 15.	Text-books.	Steele's, Pathfinder, etc.
Saunders .....	.....	.....	.....	.....
Scott's Bluff	4 to 5.	5 to 20.	Both.	Steele's, Kellogg's, etc.
Seward	2 to 3.	Average 15.	Mostly oral.	.....
Sheridan	3 to 5.	Average 15.	Both.	Pathfinder.
Sherman	5 usually.	8 to 10.	Text-books.	Pathfinder.
Sioux	Daily.	5 to 30.	Both.	Pathfinder, Smith, etc.
Stanton	2 to 5.	20.	Both.	Steele's, Cutter's, etc.
Thayer	1 to 5.	10 to 20.	Text-books, generally.	Steele's, Pathfinder.
Thomas .....	.....	.....	.....	.....
Thurston .....	.....	.....	.....	.....

Valley.....					Dalton's
Washington.....			5 to 15.	Text-book mostly.	Steele's, etc.
Wayne.....	1 to 3.			Text-book mostly.	Pathfinder, Steele's.
Webster.....	1 to 5.		15 to 30.	Both.	Pathfinder, Steele's.
Wheeler.....				Most text-book.	Steele's.
York.....	1 to 5.		10 to 20	Oral in lower grades.	

TABLE NO. 38.—*Continued.*

Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	No. of Schools Supplied with Illustrative Charts.	Are the Same Tests of Proficiency Required in This Study as in Other Subjects?	Instruction Given to all Grades of Pupils in the Schools, or to Those Only who Study the General Subject of Physiology?
Adams.....	About half.	Yes.	All grades.
Antelope.....	Nearly all.	The same.	All grades.
Banner.....	None.	I think so.	To entire school.
Blaine.....	Four.	The same.	To all grades.
Boone.....	.....	.....	.....
Box Butte.....	Two.	Yes.	To all grades.
Boyd.....	Not very many.	.....	To all grades.
Brown.....	Fifteen.	Made a part of Physiology	To all grades.
Buffalo.....	About 40.	Probably not.	Not uniform.
Burt.....	About 24.	Yes.	All grades.
Butler.....	Probably two-thirds	They are.	Generally only the latter.
Cass.....	One-half.	Yes.	Generally only the latter.
Cedar.....	Ten.	Yes.	To all by occasional oral instruction.
Chase.....	90 per cent.	Yes.	Generally the latter.
Cherry.....	Probably 15.	No.	All grades, more thoroughly to the latter.
Cheyenne.....	About 15.	Yes.	Generally the latter.
Clay.....	90 per cent.	Generally.	.....
Colfax.....	.....	Yes.	Only the latter.
Cuming.....	Very few.	No.	All grades.
Custer.....	Very few.	No.	.....
Dakota.....	None.	Not quite.	All grades.
Dawes.....	.....	Yes.	All grades.
Dawson.....	About one-half.	Yes.	All grades.
Deuel.....	But very few.	I think not.	Generally to all grades.
Dixon.....	About 10.	.....	.....

Dodge	About two-thirds.	No.	Generally to all grades.	17
Douglas	6.	No.	Generally to all grades.	
Dundy .....	.....	.....	.....	
Fillmore .....	.....	.....	Both ways.	
Franklin	25.	In some schools.	Oral to all grades.	
Frontier	About one-fifth.	No.	All grades.	
Furnas	About 40 per cent.	No.	In most schools, to all grades.	
Gage	About 80.	Yes.	The latter.	
Garfield	3.	No.	All grades.	
Gosper	About one-fourth.	.....	.....	
Grant .....	.....	.....	Generally to the latter.	
Greeley	About 50 per cent.	In most schools, yes.	All grades.	
Hall	About 50 per cent.	It is.	All grades.	
Hamilton	73.	No.	All grades.	
Harlan	3.	Usually not.	All grades generally.	
Hayes .....	.....	.....	.....	
Hitchcock	3.	No.	Usually the latter.	
Holt	Two-thirds.	Yes.	Usually to all grades.	
Hooker .....	.....	.....	.....	
Howard	15 (estimated).	Yes.	Usually to all grades.	
Jefferson	12 (estimated).	That is my instruction.	Usually the latter.	
Johnson	50.	Yes.	All grades.	
Kearney	About 50.	No.	All grades.	
Keith	Nearly all	Yes.	All grades.	
Keya Paha	None.	Yes.	All grades.	
Kimball	7.	Yes.	All grades.	
Knox	About 50 per cent.	Yes.	All grades generally.	
Lancaster	About 50.	Yes.	All grades orally.	
Lincoln	20 pr. ct. (estimated)	No.	Generally the latter.	
Logan	6.	Yes.	All grades, usually.	
Loup	6.	To some extent.	All grades.	
Madison	About 10.	No.	Usually the latter.	
McPherson	None.	Yes.	All grades.	
Merrick	About one-half.	.....	The latter.	
Nance	About 6.	Yes, regarding teachers.	Usually the latter.	
Nemaha .....	.....	.....	.....	

TABLE NO. 38.—*Continued.*
Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	No. of Schools Supplied with Illustrative Charts.	Are the Same Tests of Proficiency Required in This Study as in Other Subjects?	Instruction Given to all Grades of Pupils in the Schools, or to Those Only who Study the General Subject of Physiology?
Adams.....	About half.	Yes.	All grades.
Antelope.....	Nearly all.	The same.	All grades.
Banner.....	None.	I think so.	To entire school.
Blaine.....	Four.	The same.	To all grades.
Boone.....	.....	.....	.....
Box Butte.....	Two.	Yes.	To all grades.
Boyd.....	Not very many.	.....	To all grades.
Brown.....	Fifteen.	Made a part of Physiology.	To all grades.
Buffalo.....	About 40.	Probably not.	To all grades.
Burt.....	About 24.	Yes.	Not uniform.
Butler.....	Probably two-thirds.	They are.	All grades.
Cass.....	One-half.	Yes.	Generally only the latter.
Cedar.....	Ten.	Yes.	Generally only the latter.
Chase.....	90 per cent.	Yes.	To all by occasional oral instruction.
Cherry.....	Probably 15.	No.	Generally the latter.
Cheyenne.....	About 15.	Yes.	All grades, more thoroughly to the latter.
Clay.....	90 per cent.	Generally.	Generally the latter.
Colfax.....	.....	Yes.	.....
Cuming.....	Very few.	No.	Only the latter.
Custer.....	Very few.	No.	All grades.
Dakota.....	.....	No.	.....
Dawson.....	None.	Not quite.	.....
Dawson.....	About one-half.	Yes.	All grades.
Deuel.....	But very few.	Yes.	All grades.
Dixon.....	About 10.	I think not.	Generally to all grades.

Dodge	About two-thirds.	No.	Generally to all grades.	74
Douglas	6.	No.	Generally to all grades.	
Dundy	25.	In some schools.	Both ways.	
Fillmore	About one-fifth.	No.	Oral to all grades.	
Franklin	About 40 per cent.	No.	All grades.	
Frontier	About 80.	In many schools, yes.	In most schools, to all grades.	
Furnas	3.	Yes.	The latter.	
Garfield	About one-fourth.	No.	All grades.	
Gosper			Generally to the latter.	
Grant	About 50 per cent.	In most schools, yes.	All grades.	
Greeley	About 50 per cent.	It is.	All grades.	
Hall	73.	No.	All grades.	
Hamilton	3.	Usually not.	All grades generally.	
Harlan	3.	No.	Usually the latter.	
Hayes	Two-thirds.	Yes.	Usually to all grades.	
Hitchcock			Usually to all grades.	
Holt	15 (estimated).	Yes.	Usually to all grades.	
Hooker	12 (estimated).	That is my instruction.	Usually the latter.	
Howard	50.	Yes.	All grades.	
Jefferson	Nearly all.	No.	All grades.	
Johnson	None.	Yes.	All grades.	
Kearney	7.	Yes.	All grades.	
Keith	About 50 per cent.	Yes.	All grades generally.	
Keya Paha	About 50.	Yes.	All grades orally.	
Kimball	20 pr. ct. (estimated)	No.	Generally the latter.	
Knox	6.	Yes.	All grades, usually.	
Lancaster	6.	To some extent.	All grades.	
Lincoln	6.	No.	Usually the latter.	
Logan	About 10.	No.	All grades.	
Loup	None.	Yes.	The latter.	
Madison	About one-half.	Yes, regarding teachers.	Usually the latter.	
McPherson	About 6.			
Merrick				
Nance				
Nemaha				

TABLE NO. 38.—*Continued.*
Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	No. of Schools Supplied with Illustrative Charts.	Are the Same Tests of Proficiency Required in This Study as in Other Subjects?	Instruction Given to all Grades of Pupils in the Schools, or to Those Only who Study the General Subject of Physiology?
Nuckolls.....	About 10 per cent.	Not in primary grades.	Usually the latter.
Otoe.....	12.	Yes.	Generally to the latter.
Pawnee.....	.....	.....	.....
Perkins.....	.....	.....	.....
Phelps.....	About 75 per cent.	Hardly.	To all grades.
Pierce.....	Over one-half.	Yes.	To all grades.
Platte.....	Nearly all.	Yes.	Generally to the latter.
Polk.....	About two-thirds.	They are.	All grades.
Red Willow.....	About 20.	Yes.	All grades.
Richardson.....	About 40.	Yes.	Generally to the latter.
Rock.....	30.	Yes.	All grades.
Saline.....	40.	Yes.	All grades in most schools.
Sarpy.....	10.	Yes.	The latter.
Saunders.....	50 per cent.	Yes.	Chiefly to the latter.
Scott's Bluff.....	.....	.....	.....
Seward.....	60 per cent.	Not as a rule.	All grades, usually.
Sheridan.....	About 12.	Not as high per cent required.	Usually the latter.
Sherman.....	Most of them.	Yes.	To all grades.
Sioux.....	3.	Yes, in most schools.	To all grades.
Stanton.....	12.	Yes.	All grades.
Thayer.....	.....	Yes.	All grades.
Thomas.....	1.	Yes.	All grades.
Thurston.....	.....	.....	.....
Valley.....	About one-third.	Yes, in examinations.	To the latter.

Washington.....	About 30.	Yes, as a rule.	To all grades.
Wayne.....	About 3.	Yes.	To all grades.
Webster.....	About 30.	I think not.	To all grades.
Wheeler.....	1.	Yes, in Physiology.	To the latter.
York.....	About 50.	Not as a rule.	To all grades in many schools.

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TABLE NO. 38.—*Continued.*
Concerning the Teaching of Physiology, with Special Reference to Stimulants and Narcotics.

COUNTY.	No. of Schools Supplied with Illustrative Charts.	Are the Same Tests of Proficiency Required in This Study as in Other Subjects?	Instruction Given to all Grades of Pupils in the Schools, or to Those Only who Study the General Subject of Physiology?
Nuckolls.....	About 10 per cent.	Not in primary grades.	Usually the latter.
Otoe.....	12.	Yes.	Generally to the latter.
Pawnee.....			
Perkins.....	About 75 per cent.	Hardly.	To all grades.
Phelps.....	Over one-half.	Yes.	To all grades.
Pierce.....	Nearly all.	Yes.	Generally to the latter.
Platte.....	About two-thirds.	They are.	All grades.
Polk.....	About 20.	Yes.	All grades.
Red Willow.....	About 40.	Yes.	Generally to the latter.
Richardson.....	About 40.	Yes.	All grades.
Rock.....	30.	Yes.	All grades in most schools.
Saline.....	40.	Yes.	The latter.
Sarpy.....	10.	Yes.	Chiefly to the latter.
Saunders.....	50 per cent.		
Scott's Bluff.....	60 per cent.	Not as a rule.	All grades, usually.
Seward.....	About 12.	Not as high per cent required.	Usually the latter.
Sheridan.....			
Sherman.....	Most of them.	Yes.	To all grades.
Sioux.....	3.	Yes, in most schools.	To all grades.
Stanton.....	12.	Yes.	All grades.
Thayer.....		Yes.	All grades.
Thomas.....	1.	Yes.	All grades.
Thurston.....			
Valley.....	About one-third.	Yes, in examinations.	To the latter.

Washington.....	About 30.	Yes, as a rule.	To all grades.
Wayne.....	About 3.	Yes.	To all grades.
Webster.....	About 30.	I think not.	To all grades.
Wheeler.....	1.	Yes, in Physiology.	To the latter.
York.....	About 50.	Not as a rule.	To all grades in many schools.

TABLE NO. 39.

Showing the Growth of the Public Schools of the State from 1869 to 1892.

YEARS.	1869	1870	1871	1872	1873	1874
Number Counties.....	32	32	35	48	50	60
Number District.....	377	797	1,028	1,410	1,863	2,215
Number School Houses.....		298	538	787	1,138	1,516
Number Children School Age (5 to 21 yrs)	30,834	32,580	41,072	51,123	63,108	72,931
Number Children Enrolled in School.....		12,719	23,255	28,786	37,872	47,718
Number Graded Scholars.....		20	20	24	21	32
Number Male Teachers.....		267	560	773	1,016	1,252
Number Female Teachers.....		269	520	733	1,176	1,483
Total Wages Paid.....		\$ 57,738 00	\$ 147,257 00	\$ 201,496 00	\$ 289,852 00	\$ 342,806 00
Average Monthly Wages Males.....		28 00	39 24	38 50	39 36	37 98
Average Monthly Wages Females.....		33 00	36 64	33 40	33 90	32 12
Value of Property.....		177,082 00	420,936 00	817,163 00	1,167,103 00	1,553,926 00
Receipts.....		167,597 00	371,888 00	537,680 00	901,189 00	988,740 00
Expenditures.....		143,535 00	357,520 00	534,095 00	751,904 00	875,356 00
Indebtedness.....		31,657 00	73,469 00	176,075 00	649,307 00	918,955 00
State Funds Apportioned.....		138,841 00	157,489 00	211,639 00	176,450 00	292,471 00
Total Population of State.....		122,993				

TABLE NO. 39. --Continued.

Showing the Growth of the Public Schools of the State from 1869 to 1892.

YEAR.	1875	1876	1877	1878	1879	1880
Number Counties	60	60	61	62	63	64
Number of Districts	2,405	2,513	2,496	2,630	2,776	3,132
Number School Houses	2,018	2,195	2,212	2,231	2,409	2,701
Number Children School Age (5 to 21 yrs)	80,122	86,191	92,161	104,017	123,555	142,348
Number Enrolled in School	55,423	59,936	56,774	62,785	76,956	92,549
Number Graded Schools	38	56	61	47	60	70
Number Male Teachers	1,504	1,468	1,571	1,669	1,907	1,670
Number Female Teachers	1,587	1,893	2,153	2,121	2,221	2,430
Total Wages Paid	\$ 433,743 00	\$ 449,500 00	\$ 457,047 00	\$ 444,500 00	\$ 466,701 00	\$ 519,200 00
Average Monthly Wages Males	38 00	37 14	35 46	34 65	33 25	36 12
Average Monthly Wages Females	33 10	32 84	31 80	25 75	29 55	31 92
Value of Property	1,848,239 00	1,585,736 00	1,802,385 00	1,905,466 00	1,810,288 00	2,064,768 00
Receipts	928,188 00	1,063,275 00	1,026,583 00	849,300 00	1,102,488 00	1,294,137 00
Expenditures	1,054,817 00	1,098,974 00	1,033,546 00	1,036,245 00	1,100,926 00	1,249,793 00
Indebtedness .....	.....	1,045,058 00	1,033,546 00	1,036,245 00	1,010,607 00	1,008,739 00
State Funds Apportioned	241,207 00	188,025 00	169,281 00	205,622 00	298,408 00	257,623 00
Total Population of State	217,280	.....	.....	.....	.....	422,512

TABLE NO. 39.

Showing the Growth of the Public Schools of the State from 1869 to 1892.

YEARS.	1869	1870	1871	1872	1873	1874
Number Counties.....	32	32	35	48	50	60
Number District.....	377	797	1,028	1,410	1,863	2,215
Number School Houses.....		298	558	787	1,138	1,516
Number Children School Age (5 to 21 yrs)	30,834	32,580	41,072	51,123	63,108	72,901
Number Children Enrolled in School.....		12,719	23,265	28,786	37,872	47,718
Number Graded Schools.....		20	20	24	21	32
Number Male Teachers.....		267	500	773	1,046	1,232
Number Female Teachers.....		269	520	739	1,176	1,483
Total Wages Paid.....	\$	\$ 57,738 00	\$ 147,257 00	\$ 201,496 00	\$ 289,852 00	\$ 342,806 00
Average Monthly Wages Males.....		28 00	39 24	38 50	39 36	37 94
Average Monthly Wages Females.....		33 04	36 61	33 40	33 90	32 12
Value of Property.....		177,082 00	420,036 00	817,163 00	1,167,103 00	1,553,926 00
Receipts.....		107,597 00	371,848 00	537,680 00	901,189 00	988,740 00
Expenditures.....		143,535 00	345,520 00	534,995 00	751,904 00	876,366 00
Indebtedness.....		31,657 00	73,469 00	176,075 00	649,307 00	918,955 00
State Funds Apportioned.....	\$57,983	138,841 00	157,489 00	211,939 00	176,450 00	292,471 00
Total Population of State.....		122,983				

TABLE NO. 39. --Continued.

Showing the Growth of the Public Schools of the State from 1869 to 1892.

YEAR.	1875	1876	1877	1878	1879	1880
Number Counties	60	60	61	62	63	64
Number of Districts	2,405	2,513	2,496	2,696	2,776	3,132
Number School Houses	2,018	2,195	2,212	2,231	2,409	2,701
Number Children School Age (5 to 21 yrs)	80,122	86,191	92,161	104,017	127,555	142,348
Number Enrolled in School	55,423	59,936	56,774	62,785	76,956	92,749
Number Graded Schools	38	56	61	47	60	70
Number Male Teachers	1,504	1,468	1,571	1,609	1,607	1,670
Number Female Teachers	1,587	1,893	2,153	2,121	2,221	2,430
Total Wages Paid	\$ 433,743 00	\$ 449,560 00	\$ 457,047 00	\$ 444,500 00	\$ 466,701 00	\$ 549,200 00
Average Monthly Wages Males	38 60	37 14	35 46	34 65	33 25	30 12
Average Monthly Wages Females	33 10	32 84	31 80	25 75	29 55	31 92
Value of Property	1,848,229 00	1,587,736 00	1,892,385 00	1,905,466 00	1,810,288 00	2,064,768 00
Receipts	928,188 00	1,093,275 00	1,026,583 00	849,300 00	1,102,488 00	1,294,137 00
Expenditures	1,054,317 00	1,098,974 00	1,039,546 00	1,036,245 00	1,100,926 00	1,249,793 00
Indebtedness	241,207 00	1,048,058 00	1,039,546 00	1,036,245 00	1,010,607 00	1,008,799 00
State Funds Apportioned	241,207 00	188,025 00	169,281 00	205,622 00	208,408 00	257,623 00
Total Population of State	247,280					472,542

TABLE NO. 39.—*Continued.*
Showing the Growth of the Public Schools of the State from 1863 to 1892.

YEAR.	1881	1882	1883	1884	1885	1886
Number Counties	64	64	64	68	71	71
Number of Districts	3,271	3,401	3,521	3,831	4,295	4,067
Number School Houses	2,430	3,078	3,258	3,551	3,881	4,207
Number Children School Age (5 to 21 yrs)	153,125	165,539	185,542	204,387	223,000	252,000
Number Enrolled in School	100,776	115,546	126,129	137,618	163,348	189,050
Number Graded Schools	70	90	114	128	168	188
Number Male Teachers	1,860	1,862	1,788	1,945	2,575	2,935
Number Female Teachers	2,964	3,507	3,802	3,891	6,344	5,884
Total Wages Paid	\$ 627,717 00	\$ 710,252 00	\$ 802,213 00	\$ 954,383 00	\$1,335,795 11	\$1,323,207 21
Average Monthly Wages Males	34 30	37 99	38 00	39 50	43 74	42 08
Average Monthly Wages Females	29 10	28 50	29 00	32 90	37 74	34 70
Value of Property	2,054,048 00	2,234,474 00	2,503,109 00	2,780,387 00	3,251,402 00	3,821,317 00
Receipts	1,320,449 00	1,540,952 00	1,753,819 00	2,065,126 00	3,172,677 25	2,366,385 54
Expenditures	1,127,669 00	1,331,000 00	1,504,417 00	1,802,321 00	2,877,196 00	2,472,633 40
Indebtedness	963,747 00	808,959 00	972,515 00	1,063,726 00	1,180,586 00	1,326,132 00
State Funds Apportioned	278,074 00	316,920 00	382,480 00	468,259 20	480,325 84	510,319 69
Total Population of State					740,645	

TABLE NO. 39.—Continued.

Showing the Growth of the Public Schools of the State from 1869 to 1892.

YEARS.	1887	1888	1889	1890	1891	1892
Number Counties.....	76	80	87	89	90	90
Number District.....	5,218	5,064	6,039	6,243	6,417	6,510
Number School Houses.....	4,590	5,187	5,748	5,937	5,885	6,234
Number Children School Age (5 to 21 yrs).....	279,550	298,006	331,828	332,243	333,115	343,629
Number Children Enrolled in School.....	194,061	215,889	232,344	240,300	247,320	252,658
Number Graded Schools.....	265	231	260	250	305	316
Number Male Teachers.....	2,529	2,752	2,751	2,861	2,409	2,335
Number Female Teachers.....	6,346	7,134	7,593	7,694	6,392	6,750
Total Wages Paid.....	\$1,474,268	\$1,699,784	\$1,940,948	\$2,076,790	\$2,116,658	\$2,305,383
Average Monthly Wages Males.....	43 72	43 18	43 38	43 00	44 81	45 20
Average Monthly Wages Females.....	35 72	35 54	39 94	37 92	39 30	39 20
Value of Property.....	4,779,416	5,123,179	6,127,340	6,613,464	6,959,607	8,058,626
Receipts.....	2,635,326	3,550,468	3,368,079	3,639,116	3,426,616	3,787,922
Expenditures.....	2,635,444	3,258,441	3,570,541	3,499,300	3,390,517	3,820,269
Indebtedness.....	1,529,387	2,069,598	2,434,961	2,648,224	2,687,296	3,105,432
State Funds Apportioned.....	542,268	521,040	600,044	586,260	511,113	677,410
Total Population of State.....				1,058,910		

TABLE NO. 39.—Continued.

Showing the Growth of the Public Schools of the State from 1869 to 1892.

YEAR.	1881	1882	1883	1884	1885	1892
Number Counties	64	64	64	68	71	71
Number of Districts	3,271	3,401	3,521	3,834	4,266	4,667
Number School Houses	2,930	3,028	3,258	3,541	3,881	4,267
Number Children School Age (5 to 21 yrs)	153,125	165,500	185,542	209,387	233,000	252,000
Number Enrolled in School	100,776	115,646	126,129	137,618	163,348	180,030
Number Graded Schools	70	90	114	128	168	188
Number Male Teachers	1,860	1,862	1,788	1,845	2,575	2,005
Number Female Teachers	2,964	3,507	3,802	3,891	6,344	5,894
Total Wages Paid	\$ 627,717 00	\$ 710,252 00	\$ 802,213 00	\$ 954,383 00	\$1,535,795 11	\$1,823,207 24
Average Monthly Wages Males	34 30	37 99	38 00	39 50	43 74	42 68
Average Monthly Wages Females	29 10	28 50	29 00	32 90	37 74	34 70
Value of Property	2,054,048 00	2,234,474 00	2,503,109 00	2,786,387 00	3,251,402 00	3,821,317 00
Receipts	1,320,449 00	1,540,952 00	1,753,819 00	2,065,126 00	3,172,677 25	2,966,385 54
Expenditures	1,127,669 00	1,331,000 00	1,504,417 00	1,802,321 00	2,877,496 06	2,472,633 40
Indebtedness	963,747 00	898,959 00	972,515 00	1,063,726 00	1,180,586 00	1,326,452 00
State Funds Apportioned	278,074 00	316,920 00	382,480 00	468,209 20	480,256 84	510,319 69
Total Population of State					740,645	

TABLE NO. 39.—*Continued.*
Showing the Growth of the Public Schools of the State from 1869 to 1892.

YEARS.	1887	1888	1889	1890	1891	1892
Number Counties.....	76	80	87	89	90	90
Number District.....	5,218	5,664	6,009	6,243	6,417	6,510
Number School Houses.....	4,590	5,187	5,748	5,937	5,885	6,234
Number Children School Age (5 to 21 yrs)	279,550	298,006	331,828	332,243	333,115	343,629
Number Children Enrolled in School....	194,961	215,889	232,344	240,300	247,320	252,658
Number Graded Schools.....	206	231	280	250	305	316
Number Male Teachers.....	2,329	2,752	2,751	2,861	2,409	2,335
Number Female Teachers.....	6,346	7,134	7,593	7,694	6,392	6,750
Total Wages Paid.....	\$1,474,268	\$1,699,784	\$1,940,948	\$2,076,790	\$2,116,668	\$2,305,383
Average Monthly Wages Males.....	43 72	43 18	43 38	43 00	44 81	45 20
Average Monthly Wages Females.....	35 72	35 54	36 94	37 92	39 30	39 20
Value of Property.....	4,779,416	5,123,179	6,127,340	6,613,464	6,959,607	8,058,626
Receipts.....	2,635,426	3,550,468	3,368,079	3,639,116	3,426,616	3,787,922
Expenditures.....	2,635,444	3,258,441	3,570,541	3,499,300	3,330,517	3,820,269
Indebtedness.....	1,529,397	2,069,598	2,434,961	2,648,224	2,687,296	3,105,432
State Funds Apportioned.....	542,268	521,040	600,044	586,260	511,113	677,410
Total Population of State.....	53	48	47	1,058,910		

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